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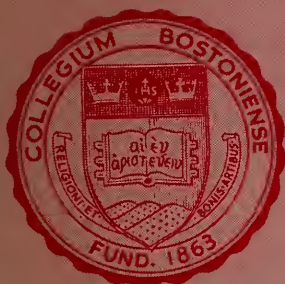
BOSTON
COLLEGE *Bulletin*



UNIVERSITY
GENERAL
CATALOGUE

Volume XXXVIII - No. 10

PROPERTY OF
UNIVERSITY OF
BOSTON
CHESTNUT HILL,
MASSACHUSETTS



02167

BOSTON COLLEGE BULLETIN

The Boston College Bulletin is published ten times a year, as follows:

- No. 1 — January (Law School)
- No. 2 — March (Summer Session)
- No. 3 — April (Graduate School of Arts and Sciences)
- No. 4 — August (Evening College of Arts, Sciences and Business Administration)
- No. 5 — August (School of Social Work)
- No. 6 — August (College of Business Administration)
- No. 7 — September (College of Arts and Sciences)
- No. 8 — October (Undergraduate Entrance Bulletin)
- No. 9 — October (School of Education)
- No. 10 — December (University General Catalogue)

School of Nursing will publish in July, 1967; Graduate School of Business Administration will be published in July, 1967.

Second Class postage paid at Boston, Massachusetts.

Published by
BOSTON COLLEGE
CHESTNUT HILL
MASSACHUSETTS 02167

The Boston College Bulletin



PROPERTY OF
DEPARTMENT OF SOCIOLOGY
BOSTON COLLEGE

University General Catalogue 1966-1967

CHESTNUT HILL, MASSACHUSETTS 02167

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UNIVERSITY CALENDAR OF REGISTRATION

1967

SPRING TERM

Jan.	3-9	Semester Registration: Evening College of Arts, Sciences and Business Administration
Jan.	3-12	Semester Registration: Graduate School of Business Administration
Jan.	16-20	Semester Registration: Colleges of Arts and Sciences, Business Administration, Education, and Nursing
Jan.	19-20	Semester Registration: Graduate School of Arts and Sciences
Jan.	25-27	Semester Registration: Law School
Jan.	27	Semester Registration: School of Social Work
Jan.	30	Semester begins: All Divisions of the University
June	5	University Commencement

SUMMER SESSION

June	15	Summer Term begins, Graduate School of Business Administration
June	22-23	Registration, Summer Session
June	26	Summer Session begins
Aug.	4	Summer Session ends
Aug.	10	Summer Term ends, Graduate School of Business Administration

FALL TERM

Aug.	28	Semester Registration, Graduate School of Business Administration
Sept.	14	
Sept.	5-9	Semester Registration, Evening College of Arts, Sciences and Business Administration
Sept.	8	Semester Registration: Law School
Sept.	11	Semester begins, Law School
Sept.	11-15	Semester Registration, Colleges of Arts and Sciences, Business Administration, Education and Nursing
Sept.	13-14	Semester Registration, Graduate School of Arts and Sciences
Sept.	14-15	Semester Registration, School of Social Work
Sept.	18	Semester begins. All Divisions of the University, except Law School

THE UNIVERSITY

Boston College is one of twenty-eight Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus which since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's, purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April 1, 1908. John Bapst, S.J., was the first President of Boston College, and inaugurated the program of college instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J. secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

The College of Arts and Sciences, the College of Business Administration, the School of Education, the Graduate School of Arts and Sciences, the Graduate School of Business Administration, the School of Nursing, the Law School, the Evening College of Arts, Sciences and Business Administration, The Institute of Adult Education and the Summer Session are conducted on the Chestnut Hill Campus. The School of Social Work is located at 126 Newbury Street, in downtown Boston. The School of Liberal Arts in Lenox, the School of Philosophy and the School of Theology in Weston are restricted to student members of the Society of Jesus. Weston Observatory, the geophysical laboratory and the seismology station of the University, is situated in Weston, Massachusetts, about six miles from Chestnut Hill.

THE UNIVERSITY OBJECTIVE

As a Jesuit educational institution, Boston College shares with all other Catholic schools the purpose defined by Pope Pius XI in His encyclical on Christian Education:

"To cooperate with divine grace in forming the true and perfect Christian."

As an institution of higher learning, Boston College has its objective the conservation, the extension, and the diffusion of knowledge by means of the schools, colleges, institutions, and resources of the University with the purpose of imparting, in the tradition of Christian humanism, an understanding of the unity of knowledge, and appreciation of our intellectual heritage, a dedication to the advancement of learning, and a sense of personal and social responsibility as all of these are known in the light of reason and Divine Revelation.

ACCREDITATION

The University is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, The American Association of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the College Entrance Examination Board, the Council on Social Work Education, the Jesuit Educational Association, The International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The schools of the University and the dates of establishment are noted below:

The College of Arts and Sciences, 1863

The Summer Session, 1924

The Graduate School of Arts and Sciences, 1925

The College of Liberal Arts, Lenox, 1927

The School of Philosophy, Weston, 1927

The School of Theology, Weston, 1927

The Law School, 1929

The Evening College of Arts, Sciences and Business
Administration, 1929

The School of Social Work, 1936

The College of Business Administration, 1938

The Institute of Adult Education, 1945

The School of Nursing, 1947

The School of Education, 1952

The Graduate School of Business Administration, 1957

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MARY K. BRANSON A.B., Rosary College	Economics
REV. BENNO M. BRENNINKMEYER, S.J. A.B., Boston College	Geophysics
THOMAS W. BRENNAN B.S., Lowell Technological Institute	Economics
LINDA S. BROCKINGTON A.B., Harpur College	Psychology
GERALD F. BRODERICK A.B., Boston College	Sociology
JANET P. BURKE B.S., Boston College	Education
KAREN A. BYRNE A.B., Anna Maria College	Chemistry
ROBERT B. CASSIDY A.B., St. Anselm's College	Economics
JOEL A. CHASKES A.B., University of Vermont	Biology
WINSTON R. CHIONG B.S., Ateneo De Manila	Economics
BELLA C. CHIU A.B., University of California at Berkeley; M.S., Cornell University	Physics
JOHN F. CHIZMAR A.B., St. Vincent College	Economics
JOHN M. CHUDZINSKI B.S., Canisius College	Economics

WILLIAM G. CLARK B.S., Merrimack College	Physics
LLOYD A. COHEN A.B., University of Wisconsin; A.M., Northern Illinois University	History
GEORGE E. COMMENATOR A.B., Rockhurst College	Philosophy
MARGARET E. CONNERS A.B., College of Saint Rose	History
JOHN W. DALTON, JR. B.S., Bates College	Biology
CHARLES G. DELEIRE A.B., University of Massachusetts	Economics
JANE A. D'ERCOLE A.B., Regis College	Chemistry
CLAIRE M. DESCENZA A.B., Boston University	Education
ANNEMARIE DEWEY A.B., Emmanuel College	Psychology
MARY E. DOUGALL B.S., State University of New York	Biology
RONALD E. DOWER B.S., College of the Holy Cross	Audio-Visual Aids
JOSEPH R. DRISCOLL B.S., Boston College	Chemistry
WILLIAM C. DRUMMOND B.S., John Carroll University	Economics
MICHAEL E. DUPRE A.B., St. Anselm's College	Sociology
KATHLEEN A. EDWARDS A.B., Marymount Manhattan College	Economics
GEORGE D. ENSLEE A.B., Drew University	Physics
FRANK K. FAIR A.B., Xavier University	Philosophy
RICHARD N. FELL B.S., Boston College	Physics
DONALD J. FERON A.B., B.Ed., St. Mary's University	Education
PETER M. FERRIGAN, S.J. A.B., Gonzaga University	Geophysics

JAMES J. GADBOIS A.B., Boston College	Classics
FRANCIS V. GENTILE A.B., LaSalle College	History
ROBERT C. GOULD A.B., Princeton University; M.Ed., St. Lawrence University	Education
RICHARD J. GRANT A.B., Maryknoll College	Audio-Visual Aids
JAN R. GRAY B.S., Boston College	Biology
JOHN J. GRIFFIN B.S., Stonehill College	Chemistry
EDWARD V. GRINDER A.B., St. Vincent College	Economics
THOMAS F. HANLEY A.B., Boston College	Sociology
WILLIAM E. HAYNES B.S., College of the Holy Cross	Geophysics
CYNTHIA A. HEINONEN A.B., Good Counsel College	Modern Languages
ROBERT C. HENRY B.S., Windham College	Geophysics
TIMOTHY J. HODGENS A.B., Catholic University	Audio-Visual Aids
JOSEPH C. HOGAN B.S., Boston College	Chemistry
EILEEN T. HUGHES B.S., Purdue University	Mathematics
WILMA C. VON JESS A.B., Boston College	Philosophy
ELIZABETH M. JOHNSTON A.B., Wellesley College	History
JAMES T. KARPICK B.S., Niagara University	Physics
JINHUN KIM B.S., Sogang College (Korea)	Physics
JOSEPH J. KING B.S., University of Scranton	Biology
MORRIS H. KITTLER, JR. A.B., St. Michael's College	Biology

JOHN T. KORYTOWSKI A.B., Boston College	Political Science
ANDREW V. LACROIX B.S., Boston College	Geophysics
PAUL A. LAMBERT A.B., College of the Holy Cross	Philosophy
RICHARD J. LANGE B.S., Mount St. Mary's College	Audio-Visual Aids
SISTER DENIS MARY LARDNER, S.S.N.D. A.B., College of Notre Dame of Maryland	Philosophy
JOHN J. LARKIN B.S., Boston College	Physics
DAVID A. LAWRENCE A.B., Rutgers University	Biology
SUNG-JAE LEE B.S., Chonpuk National University	Mathematics
CHARLES N. LEGARDE B.S., Boston College	Geophysics
MICHAEL A. MADDEN A.B., College of the Holy Cross	Psychology
EMILY E. MAGUIRE A.B., Emmanuel College; M.Ed., State College at Boston	Education
RICHARD J. MALLOY B.S., St. Mary's College of California	Chemistry
JOSEPH M. MATURO B.S., Fairfield University	Biology
ROBERT R. McDOWELL B.S., Case Institute of Technology	Geophysics
KATHLEEN F. MCGRAW A.B., Ursuline College	History
KENNETH R. MCKUNE A.B., Bellarmine College	Philosophy
RICHARD D. MICAL B.S., University of Notre Dame	Physics
MAYTA MUNSON A.B., Washington University	History
FRANCIS A. NESI A.B., College of the Holy Cross	Biology
DEAN C. PALMER A.B., Oberlin College	Physics

FLORENCE M. PATTI A.B., Emmanuel College	English
MARCEL RENE HENRI PAUL Institut des Hautes Etudes Commerciales et Economiques (Haiti)	Economics
RICHARD S. PERLMUTTER A.B., University of Massachusetts	Political Science
EDWARD B. RANDOLPH B.S., Wesleyan College	Mathematics
JOSE RICARDO-GIL Catholic Seminary of Bogata	Modern Languages
ROSE J. RINEAR A.B., Manhattanville College of the Sacred Heart	History
NANCY M. ROGERS A.B., Tufts University	English
VICTOR J. RONAN B.S., Boston College	Chemistry
NANCY L. ROSENHOFF A.B., Salve Regina College	English
JANE E. ROSS A.B., Merrimack College	Psychology
AMY V. SABATINI A.B., Manhattanville College of the Sacred Heart	Philosophy
RICHARD R. SANTERRE A.B., Boston College	Modern Languages
ALICE M. SAPIENZA B.S., Stonehill College	English
JOHN C. SHEERIN B.S., St. Joseph's College; A.M., Syracuse University	Economics
THOMAS A. SHIPKA A.B., John Carroll University	Philosophy
SARA G. SILBERNAGEL A.B., Michigan State University	English
JOSEPH F. SINKEY, JR. A.B., St. Vincent College	Economics
LEONIDAS SKARLOS A.B., University of Vermont; M.S., University of New Hampshire	Chemistry
DAVID J. SMITH B.S., Wheeling College	Psychology
LOUIS SORRIERO B.S., Southern Connecticut State College	Chemistry

WILLIAM G. STANLEY B.S., Rensselaer Polytechnic Institute	Physics
HENRY J. STEADMAN A.B., Boston College	Sociology
JOSEPH F. SZYMANSKI A.B., Boston College	Sociology
MARYBETH TAYLOR A.B., Emmanuel College	Chemistry
JOHN E. TRAMONDOZZI B.S., Boston College	Chemistry
MARY E. TWAROWSKI B.S., Marywood College	Chemistry
NICHOLAS D. TZIMOPOULOS A.B., University of New Hampshire	Chemistry
ROY G. VAN TIL A.B., Swarthmore College	Economics
WILLIAM A. WALL B.S., Canisius College	Physics
EVERETT M. WASHER B.S., Massachusetts Institute of Technology	Geophysics
KARIN W. WAUGH A.B., Quincy College	Philosophy
KENNETH P. WEINBERG B.S., Pennsylvania State University	Biology
JANE R. WEINERT A.B., Hunter College	Psychology
PATRICIA A. WISOCKI A.B., Marygrove College	Psychology
DANNY V. WHITE A.B., University of Washington; M.S., Utah State University	Chemistry
MARY L. WHITTLE A.B., Utica College of Syracuse University	English
SUZANNE M. WILSON A.B., University of New Hampshire	Political Science
STEPHEN H. ZELLER A.B., Dartmouth College	Economics

RESEARCH ASSISTANTS

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MARY E. FITZGERALD B.S., Tufts University	Biology
HELEN M. FRAWLEY A.B., Emmanuel College; M.Ed., Boston University; M.S., Boston College	Biology
MARY C. HALLIGAN B.S., Boston College	Education
BERNARD M. HALPIN, JR. B.S., Merrimack College	Chemistry
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EDWARD M. McCARRON B.S., Merrimack College	Chemistry
PETER J. MURPHY A.B., Boston College; M.Ed., State College at Boston	Education
JEFFREY B. MUTH A.B., Boston College	Education
ELINOR M. O'BRIEN A.B., Emmanuel College; M.Ed., Boston University	Biology
DENNIS J. SABO B.S., Fairleigh Dickinson University; M.S., Boston College	Biology
SISTER MARIJANE WERNER, O.P. A.B.Ed., A.M.Ed., Akron University	Education

THE COLLEGE OF ARTS AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167

THE COLLEGE OF ARTS AND SCIENCES
OFFICERS OF ACADEMIC ADMINISTRATION

REV. JOHN R. WILLIS, S.J., PH.D., *Dean*

HENRY J. McMAHON, A.M., *Assistant Dean*

ALBERT M. FOLKARD, A.M., *Director of the Honors Program*

F. CLIFFORD McELROY, A.B., M.L.S., *Science Librarian*

WESTON M. JENKS, JR., A.M., M.ED., *Director of Guidance*

RUSSELL W. MASTERSON, M.ED., *Assistant Director of Guidance*

CHARLES R. RATTO, M.ED., *Assistant Director of Guidance*

EILEEN M. TOSNEY, A.M., *Registrar*

REV. JOHN A. HINCHEY, S.J., A.M., S.T.L., *Dean of Men*

REV. RICHARD G. SHEA, S.J., A.M., S.T.L., *Student Counselor*

MARY J. MCCARTHY, A.M., *Assistant Director of Admissions*

JOSEPH TACHE, M.S., *Assistant Director of Admissions*

ACCREDITATION

The University is a member of, or accredited by, the following educational associations: The American Association of Collegiate Schools of Business, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the Council on Social Work Education, the International Association of Universities, the Jesuit Educational Association, the National Catholic Educational Association, the Accrediting Service of the National League for Nursing, the Council on Student Travel, the New England Association of Colleges and Secondary Schools, and other similar organizations.

VETERANS

Boston College is approved for the education and training of veterans under the various veterans' law. All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding final vocational objective and academic degree before applying for benefits under this law. Veterans are personally responsible for all tuition and fees.

RELIGION

For the Catholic student entering Boston College, there is an integrated sequence of courses in theology, covering the entire cycle of Catholic doctrine and moral teaching, and providing the student with a scholarly background for his faith and the Christian way of life. Opportunities are present for attendance at Mass, for the reception of the sacraments of the Eucharist and Penance, and for membership in the Sodality of Our Lady and the League of the Sacred Heart. Frequent retreats are arranged and students are strongly urged to make a closed retreat during each academic year.

Students entering Boston College who are not Catholic are not obliged to attend religious services, nor are they obliged to take any of the courses in theology in the core curriculum.

OBJECTIVES

Boston College is a Catholic university which is a member of the Jesuit Education Association. As such, it is associated in objectives with the 28 other Jesuit Colleges in the United States and continues a 400-year-old tradition of education according to the principles of the Jesuit *Ratio Studiorum*.

As a Catholic university, its ultimate objective is best expressed in the words of Pius XI in his *Encyclical on the Christian Education of Youth*:

The true Christian, product of Christian doctrine, is the supernatural man who thinks, judges, and acts constantly and

consistently in accordance with right reason, illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.

As as Jesuit university, it follows the Jesuit tradition of belief in the particular excellence of a Liberal Arts Education in achieving this ultimate objective of a mature and rounded development of the student's natural abilities, perfected by supernatural grace. Accordingly, through all four years there is a carefully integrated program of Liberal Arts courses. This program endeavors specifically to train the minds of its students in clear, logical, and accurate thinking through such courses as Logic, Mathematics, and Natural Sciences. It strives to develop the student's ability for clear and forceful self-expression through courses in English Composition, Rhetoric, and Languages. It seeks to inculcate a knowledge of human nature through the study of Literature; a knowledge of the past through an understanding of modern society in the light of its past history, as well as through studies in Modern History and Modern Social and Moral Philosophy. Finally, and most important in its Liberal Arts program, Boston College emphasizes for all students a clear knowledge and appreciation of ultimate religious, philosophical, and moral values through its courses in Philosophy and Theology. In the teaching of this Liberal Arts curriculum, a special effort is made to follow the fundamental principle of the Jesuit *Ratio Studiorum*:

The Student should be induced to work at his studies and develop himself by self-activity rather than by passive listening; apart from the mere acquisition of information, the natural powers and talents of the students must receive training and development.

In addition to this basic Liberal Arts program, Boston College strives to provide the student with a solid undergraduate foundation in one of the following areas of study which the student may elect as a major field of concentration: Biology, Chemistry, Classics, Economics, English, Geology, History, Mathematics, Modern Languages, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Slavic Studies, Sociology and Theology.

Concomitantly with its formal curriculum, Boston College strives to produce the "true and finished man of character" with an extensive co-curricular program. It endeavors to educate the Christian gentleman, not only through its courses, but also through the opportunity of attending Mass, retreats, and other spiritual exercises. The Sodality provides an opportunity to engage in fraternal and charitable activities. The encouragement of the development of the well-rounded and continually inquiring scholar is provided by many co-curricular activities, such as departmental lecture series and academies, the Humanities and Young Poet's Series, the undergraduate journals and newspaper, the Dramatic, and Debating Societies, the University Chorale, and discussion groups of representatives

of administration, faculty, and students. And, finally, Boston College believes that a sound mind requires a sound body and provides for its students an extensive and carefully organized program of intra-mural sports.

SPECIAL PROGRAMS AT BOSTON COLLEGE

Boston College provides for academically superior students special programs to meet their particular needs and to provide them with opportunities to undertake courses of study more challenging than the courses in the regular program.

THE HONORS PROGRAM

All entering students with records of superior aptitudes or achievements are interviewed to determine what program will best serve their goals and interests. Those who seem sufficiently motivated to attempt demanding programs of study are invited to become members of the Honors Program and are placed in intensive and accelerated sections of required courses. Honors students may also be admitted to advanced courses without completing the usual prerequisites.

In an effort to discover and encourage talented students, Boston College maintains close liaison with secondary schools to foster the development of Advanced Placement, Sophomore Standing, and Early Admission programs, which are administered by the Director of the Honors Program.

ADVANCED PLACEMENT

Entering Freshmen who have had courses of college-level quality in any subject may apply for Advanced Placement in that subject. Although all students seeking Advanced Placement will ordinarily be required to submit evidence of the quality of work done in the form of Advanced Placement Examination scores, students who have completed work of high distinction in high school, but have not had the opportunity to take these Examinations, may also be considered as candidates for Advanced Placement. Advanced Placement, with credit towards the degree, will usually be granted upon the submission of satisfactory Admission Placement test scores, but, in some instances, the high school record as well as faculty recommendation may also be taken into consideration in determining eventual placement.

SOPHOMORE STANDING

Entering students who have completed work of college-level quality in three or more subjects may apply for admission to the College with rank of Sophomores. Any student admitted to Sophomore Standing is free to complete his degree requirements and be graduated in three years.

No student can be considered for Advanced Placement or Sophomore Standing until he has fulfilled the regular requirements for admission to the College of Arts and Sciences. Those interested in securing Advanced Placement in subjects where examinations are not offered by the Advanced Placement Program, or in securing Sophomore Standing, are urged to write for more specific information.

EARLY ADMISSION

Admission to the Freshman class is occasionally granted to exceptionally able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis. Any interested student who believes he might qualify is invited to write for instructions on how to apply.

Students admitted under any of the above Programs, as well as students who demonstrate superior achievement in their Freshman year, usually become members of the Honors Program. Honors Students are granted greater freedom in their selection of courses of study and admitted to special seminars. Several meetings of these seminars are conducted by distinguished visiting professors. During their Senior year, Honors Students may qualify for independent study programs and for admission to special and graduate seminars in their major fields.

SCHOLARS OF THE COLLEGE

Toward the end of each academic year, several members of the Junior class who have demonstrated the highest level of academic ability, intellectual maturity, and scholarly accomplishment, will be appointed Scholars of the College. With the guidance of a tutor, Scholars of the College draw up a program of studies, elect courses in some areas without fulfilling prerequisites, attend classes at their own discretion, and may undertake an honors thesis.

JUNIOR YEAR ABROAD

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. If there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior Year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. To be eligible, the student must have at least a B average. Once admission to the program is approved, the student discusses with the Director of the Junior Year Abroad Program and the Chairman of the Department of his field of concentration a program of study for both Junior and Senior years. This program is designed to fulfill the requirements for a field of concentration and a degree.

The student is encouraged to prepare examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. At the beginning of Senior year, an oral examination is given to the candidate on his year's work.

ADMISSION, TUITION, AND FEES

ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidate should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality, and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director, or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the various majors are listed below. Two years of a foreign language are required for admission to the College of Arts and Sciences. Usually Freshmen are required to continue the study of a foreign language previously undertaken, unless otherwise assigned by the Administrative Board.

MAJORS IN BIOLOGY, CHEMISTRY, PHYSICS, MATHEMATICS, AND GEOLOGY

English 4	Algebra 2
Sciences (Biology, Chemistry, Physics) 2	Plane Geometry 1
Foreign Languages 2	Trigonometry $\frac{1}{2}$
	Other standard courses

MAJORS IN ALL OTHER FIELDS OF CONCENTRATION

English 4	Algebra 2
Foreign Languages 2	Plane Geometry 1
Other standard courses	

METHODS OF ADMISSION

All candidates for admission to the College of Arts and Sciences must, in senior year, complete the Scholastic Aptitude Test in the December or January Series, and three Achievement Tests in the December or January

Series. Candidates are urged to take the Scholastic Aptitude Test in December, and the three Achievement Tests in the January Series. All candidates will take the following Achievement Tests: English Composition, Mathematics, and a third test of free choice. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Notification of acceptance or rejection will be sent to the applicant between February 1 and April 1, provided the application is complete and college board test scores have been received directly from Educational Testing Service.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests may be obtained from the high school, or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or to the College Entrance Examination Board, P.O. Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the direction on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

SCHOLARSHIPS

All scholarship candidates must present "B" grades, or better, in all courses and must take the Scholastic Aptitude Test in the December or January Series and the three Achievement Tests in the December or January Series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Applications for scholarship are sent to the candidates after receipt of the application for admission. The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement, issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey, or P.O. Box 1025, Berkeley, California.

There are three hundred Boston College Scholarships, with stipends ranging from \$200 to \$2,400, awarded each year to students showing outstanding academic ability, character, and leadership. The General Motors Scholarship to Boston College, with a maximum grant of \$2,000 per year, is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need, and range from \$200 to \$2,400 per year. The total value of Boston College Scholarships for freshmen each year exceeds \$350,000.

ADMISSION BY TRANSFER FROM OTHER COLLEGES

Candidates for admission to Boston College from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission by transfer from another college must present the following: 1—The requirements for admission to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or College Entrance Examination Board, Box 1025, Berkeley, California. 2—A regular application for admission to Boston College. 3—An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received at least a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College. 4—Letter of recommendation from the Dean of the former college. 5—A catalogue of the college from which the candidate is transferring. Applications and transcript will not be accepted unless received directly by mail from schools and colleges previously attended. The formal application and official transcript must be on file no later than June 20.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students is accepted in transfer. Because of the limited on-campus and off-campus housing facilities, we are unable to consider transfer students who require such facilities. Transfer students must complete at least two years of course work at Boston College in order to qualify for a Bachelor's degree.

STUDENT RESIDENCE ACCOMMODATIONS

There are fourteen student residence halls on campus: Cheverus, Claver, Fenwick, Fitzpatrick, Gonzaga, Kostka, Loyola, O'Connell, Roncalli, Southwell, Shaw, Welch, Williams, and Xavier.

The fee for board and room on campus is \$950 for the academic year. This fee includes health, mail, and linen service charges.

Living facilities are also available in a number of approved private residences in the vicinity of the campus.

Student residence accommodations and room assignments are under the supervision of the Director of Resident Students. Address requests to:

DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167.

METHOD OF REGISTRATION

1. Students must register at the beginning of each Semester.
2. Bills for First Semester Tuition and Fees will be mailed during August. Bills for Second Semester Tuition and Fees will be mailed during December.
3. Payment is to be sent before the date indicated on the bill by check or Postal Money Order made payable to Boston College—Arts and Sciences—and addressed to the Office of the Treasurer, Boston College, Chestnut Hill, Massachusetts 02167.
4. Upon receipt of payment in full, the Treasurer will send notice to the Registrar's Office that the student is eligible to register.
5. The student will present himself to the Registrar's Office on the day appointed for his Class to register. He will be given cards of admission to all courses.
6. No student will be allowed to enter class without this Class Card issued at the Registrar's Office.
7. Since financial obligations must be met before registration will be permitted, it is important that full payment be received by the Treasurer's Office before Registration Day.
A fee of \$10.00 will be assessed for Late Registration.

TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office.

Tuition is to be paid semi-annually.

Fees are to be paid semi-annually.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$700.

Registration Fee: for Freshmen and new students—\$10.

Total: For Upper Classmen—\$700, plus Fees. For Freshmen and new students—\$710, plus Fees.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$700, plus Second Semester Fees.

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposits, Insurance and Fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit Fee is paid, this Fee is not applicable to any further year.

Students who have not met their financial obligations to the University by the end of either semester will be held out of one examination. This examination will be considered as an Absentee Examination for which there is a \$10.00 charge.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable, but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration — Additional	10.00
Tuition — Payable Semi-annually	1,400.00
Student Accident Insurance (required)	7.50
Student Sickness Insurance (optional)	12.00
Student Identification Card (Freshmen only)	2.00

SPECIAL FEES

Absentee Examination	\$ 10.00
Biology Laboratory — per semester	25.00
*Certificates, Transcripts, etc.	1.00
Change of Course	10.00
Change of Individual Subject	5.00
Chemistry Laboratory — per semester	25.00
Computer Course Laboratory Fee — per semester	25.00
Extra Course — per semester hour credit	50.00
Geology Laboratory — per semester	25.00
Graduation	10.00
Language Laboratory — per semester	5.00
Physics Laboratory — per semester	25.00
Psychology Laboratory — per semester	25.00
Special Students — per semester hour credit	50.00
Statistics Laboratory — per semester	10.00

**No transcript will be sent from the Dean's Office during periods of Final Examinations and Registration.*

ADDITIONAL EXPENSES FOR RESIDENT STUDENTS

Board, Room, Health, Mail, and Linen Service Fees— per semester	\$ 475.00
Room Guarantee Deposit	100.00
(refundable after student completes his residence at the University, either by graduation, or by withdrawal in good standing, provided the student has completed one year in residence)	

For further information, address correspondence to:

DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167

The Trustees of the College reserve the right to change tuition rates and to make additional charges within the College whenever such action is deemed necessary.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following condition:

a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Dean

College of Arts and Sciences

Gasson Hall, Boston College

Chestnut Hill, Massachusetts 02167

b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition and Science and Registration Fees is to be made by check or Postal Money Order, made out for the proper amount, payable to Boston College — Arts and Sciences, and sent to the Treasurer's Office. Boston College, Chestnut Hill, Massachusetts 02167.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments. The following plans are available at the cost indicated.

One Year Plan	(8 payments)—4% more than Cash Price
Two Year Plan	(20 payments)—5% more than Cash Price
Three Year Plan	(30 payments)—6% more than Cash Price
Four Year Plan	(40 payments)—6% more than Cash Price

The 2, 3, and 4 year plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and is offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours:

Daily:	9:00 A.M. to 4:45 P.M.
Saturdays:	9:00 A.M. to 12:00 Noon
	(During periods of Registration)

ACADEMIC REGULATIONS

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A—, B+, B, B—, C+, C, C—, D+, D, D—, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREE WITH HONORS

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors, and *cum laude*, with Honors. Only grades earned in the College of Arts and Sciences are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the College to establish eligibility for a degree with Honors.

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors, and Third Honors.

REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the minimum standard of scholarship, and be free of course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as the Administrative Board shall determine. A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C—. In order to hold class office a student must have an average of C, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency. A deficiency may be removed only by passage of an approved course during the Summer Session at Boston College, or at another accredited college. Credit for such a course will not be granted unless the approval of the Assistant Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall Semester, or, in the case of a senior, from being awarded his degree on time.

A student who incurs three deficiencies will be required to withdraw from the College. A student who incurs two deficiencies will be required to withdraw from the College if the Administrative Board so determines.

COLLEGE REGULATIONS

GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all requirements of scholarship and conduct.

CLASS ATTENDANCE

As part of their responsibility in their college experience, students are expected to attend classes regularly. However, no penalty is attached to non-attendance. Freshmen who are not on the Dean's List after their first semester are expected to attend all classes.

Students whose irregular attendance at classes threatens to lower their academic achievement or lead to failure will be informed by faculty members or referred to the assistant dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

ABSENCE FROM A SEMESTER EXAMINATION

The only excusing cause of absence from a semester examination is a seriously incapacitating illness. In such a case, the student must notify the Office of the Dean or the Office of the Registrar prior to the time of the original examination and subsequently present to the Assistant Dean a written statement from the doctor in attendance, certifying both the fact and the severity of the student's illness on the date of the original examination. A fee of \$10.00 will be charged for each absentee examination.

DRESS

Students will not be admitted to classes unless they conform to respectful standards of good taste in the manner of dress and grooming.

THE LIBRARIES

There is commonly a strong correlation between the intellectual vigor of a university and the copiousness of its library holdings and their use by faculty and students.

The Library of Boston College, whose holdings number approximately 650,000, is contained in ten different locations. The principal part of the collection will be found in Bapst Library. Some of the other libraries with which the student will wish to be acquainted are: The Science Library, the Library of the College of Business Administration, the Curriculum Library of the School of Education, the Nursing Education Library, and the Law School Library.

The Bapst Library is open on week days during the school year from 8:30 A.M. to 11:00 P.M., and on Saturdays from 9:00 A.M. to 5:00 P.M. For reading and reference purposes only, the hours are: Holy Days and holidays, from 9:00 A.M. to 5:00 P.M.; Sundays, 1:00 P.M. to 10:00 P.M.

Students have access to the stacks. All users are strongly urged to ask freely for the assistance of the professional staff, especially the several reference librarians.

STUDENT PERSONNEL SERVICES

The Director of Student Personnel Services has the responsibility for co-ordinating and administering the following areas within the University: admissions, financial aids, counselling, religious activities, placement, health services, housing, and inter-school student government and activities. Through staff meetings, seminars, and in-service training, the directors and personnel of these distinct areas are assisted in performing their essential services, in coordinating their activities, and in planning to meet the growing needs of the University community.

STUDENT COUNSELOR

In the College of Arts and Sciences a Jesuit priest is appointed as full-time Spiritual Counselor of the students. In this capacity he devotes all his time to the spiritual interests of the students and counsels and advises them in spiritual and other personal matters and problems. He is assisted in the performance of these duties by several other Jesuit members of the Faculty. He also plans and directs a rounded program of spiritual activities for the students throughout the year.

GUIDANCE OFFICE

The College maintains a guidance center, Gasson Hall, Room 114, staffed by professionally trained personnel to assist the student in matters pertaining to educational planning, career decisions, and personal adjustment. This office conducts programs in pre-college guidance, freshman orientation, and study direction, and also provides for individual counseling. Academic failure or achievement inconsistent with a student's ability is sometimes due to emotional and personal problems. Students are offered the opportunity to seek a solution to these personal problems through the aid of psychological counselors. This office serves further as a source of diagnosis and a means of referral in those cases where deep-rooted personality problems demand psychiatric treatment.

OFFICE OF TESTING SERVICES

The testing program of the College provides considerable information to be used, when required, in the process of counseling. For those who may wish more extensive testing for vocational or other purposes, the Office of Testing Services is available. Inquiries regarding this service and the fees involved should be referred to the Director, Room 23, Gasson Hall.

PLACEMENT BUREAU

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about

the nature of requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Students are advised to avail themselves of the opportunities for guidance which will be given at regular intervals.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board, students are able to receive most recently released information regarding opportunities in the service, and are able to receive advice on any matters connected with Selective Service or enlistment. Inquiries may be directed to Room 114, Gasson Hall.

FOREIGN STUDENT ADVISER

The University maintains an International Student Office for the information and assistance of all students who are not citizens of the United States. In addition, this Office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in the College of Arts and Sciences are required to register with this Office, Gasson Hall, Room 114, at the beginning of each academic term.

STUDENT HEALTH SERVICE

For resident students a registered nurse is in attendance to provide for medical attention in case of sickness or accident, and to supervise hospitalization when it is necessary. The First Aid Room, Cushing 126, is open to all students throughout every class day.

STUDENT ACCIDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off campus. A sickness and hospital insurance, in addition to the accident insurance, is required of all students residing in the Boston College dormitories, or living off campus with boarding privileges at Boston College. The sickness and hospital insurance is available to other students.

DEGREE REQUIREMENTS AND FIELDS OF CONCENTRATION

GENERAL STATEMENT

In furthering the aims of a liberal education the College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.).

The ideal of a liberal education in the arts and sciences at Boston College is to provide the student with the cultural background and the intellectual discipline that are essential to the liberal growth and mature development of his mind and career. Accordingly, a liberal education at Boston College includes required courses in each of the major areas of learning as well as a considerable amount of work in some one field of concentration.

The fields in which a student may concentrate (or major) are: Biology, Chemistry, Classics, Economics, English, Geology, History, Mathematics, Modern Languages, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Slavic Studies, Sociology, Theology. (Pre-Dental, Pre-Medical, and Pre-Legal studies are not fields of concentration; they are career choices. Normally, Pre-Dental, and Pre-Medical candidates elect Biology as their field of concentration.)

Early in his career at Boston College, usually toward the end of his Freshman year, each student makes his final selection of one of these fields of concentration. He is guided in this choice by a faculty adviser, the appropriate administrative officials, and the Chairman of the Department in which he is interested. The various majors or fields of concentration, whose courses make up the larger part of the student's upper divisional work, are so internally arranged as to provide the student with adequate preparation for graduate work in his major field.

THE CORE CURRICULUM

The core course requirement consists of thirty-eight one-semester courses, arranged as follows: five per semester in freshman, sophomore, and junior years, and four per semester in senior year. The basic liberal core of semester courses required of all students is:

Two in English

Two in a social science (economics, political science, psychology, or sociology)

Two in European history

Two in a classical or modern foreign language

Four in mathematics or a physical science

Four in theology

Five in philosophy

Seventeen one-semester courses are elected in the major and other fields. Ordinarily, at least eight and not more than twelve electives will be in the major field and the remainder in one or more other fields.

PRE-LEGAL STUDIES

Specific pre-legal courses are not prescribed. A sound pre-legal education should develop in the future law student a clear reasoning power, a facility in accurate expression, a mature balance of judgment, and an ability to appreciate the moral, social, and economic problems involved in the administration of justice in modern society. For this purpose, a rigorous liberal arts program is recommended. In the choice of elective courses, the selection of professors is more important than the selection of courses. It is strongly urged that pre-legal students elect professors who exact a large volume of work and independent thinking from their classes. Law study is arduous and critical; it cannot be pursued successfully by cramming information or memorizing conclusions. Elective courses may be taken profitably in accounting, economics, and sociology, and in American and English constitutional history.

MAJOR IN BIOLOGY

The major in Biology is planned to enable students to obtain a thorough preparation in Chemistry and Biology for graduate work in the biological sciences. The fundamentals in every branch of Biology and Chemistry are covered in this curriculum. The emphasis on Chemistry prepares a student especially for any of the experimental branches of Biology. The curriculum is so designed that it allows highly qualified students in senior year to participate in certain courses of the Graduate School and independent research. The curriculum gives Pre-medical and Pre-dental students a preparation which meets and exceeds the entrance requirements of medical and dental schools. The curriculum also meets the demands of the Council on Education of the American Medical Association.

MAJOR IN CHEMISTRY

The Chemistry Department offers a curriculum designed to educate the chemist, or materials scientist, in a liberal arts atmosphere. The first three years cover the four fundamental branches of chemistry: inorganic, analytical, organic, and physical. Advanced work is taken in the senior year, according to the plan of the American Chemical Society. A variety of advanced courses are offered to suit the needs of the student preparing for graduate study, or of the student who will go directly into industry or teaching. Additional elective courses are also available in biology, physics, and mathematics. In senior year the student may include in his program laboratory, theoretical, or library research, as well as advanced courses. German, mathematics, and physics are necessary complements of the chemistry courses. The Chemistry Department is approved by the Committee on Professional Training of the American Chemical Society.

MAJOR IN CLASSICS

Courses in Classics offered to Freshmen and Sophomores are designed primarily for cultural formation, or general education. Competence in language and appreciation of literature contribute important values for this end.

Courses in Classics offered to Juniors and Seniors are adapted to the varying needs of those who elect them, especially with a view to their preparation for their vocation of life's work. Students preparing for a career in law will find the accurate study of texts helpful for their personal development in original and independent work. Students contemplating a vocation to the priesthood will find it of advantage to concentrate on the ancient languages in view of theological studies. Students who desire proximate preparation for teaching the Classics either in high school or universities will profit from the courses in which classical scholarship in the light of modern research is the direct interest. Still others will find in these courses helpful knowledge of a literary and historical nature for their lives as *educated* men taking their place in the present-day world of intricate political and social relations.

MAJOR IN ECONOMICS

Students major in Economics either for its general value in providing background training for careers in business, law, finance, administration, and similar professions, or because they desire to pursue further graduate study and become professional economists. As economists, majors in Economics will have a choice of the following employment opportunities: 1) college or university teaching; 2) research in governmental offices, in business and industry, in banks, in labor unions, and in private research foundations; 3) administrative or management positions in industry or government; 4) editorial and journalistic positions devoted to business or economic writing and editing; and 5) private advisory and consulting work for many different organizations.

Economists study the whole process through which man makes a living. They study the organization of industries; the labor supply and its use; the commercial banking and credit structure, and government finance, both local and national; international trade and how it is financed; the national income and wealth, its production and distribution; the growth and shifts in population; standards of living; the use and conservation of land and natural resources.

The courses aim at an understanding of the operation of economic systems, which are organized wholes, designed to produce and distribute material wealth for a whole community of men. The system may be on a national scale, or it may be an individual enterprise. It is this orientation of his study toward knowledge of the operation of an economic community as a whole that distinguishes an economist from a business specialist. Logically, if specialized training is desired, it should follow this wider, more fundamental education which develops the economist.

The courses required of all regular undergraduate majors in Economics are Economics 31-32, normally taken in Sophomore year; and Economics 101, 104, 121, and 161, normally taken in Junior year. In the Senior year electives may be chosen from a broad group of courses.

Any student who demonstrates superior ability in Economics 31-32 is eligible to participate in the departmental honors program. This program provides special training in theory and statistics in Junior year, and so prepares the student for certain advanced work in Senior year. The program as a whole insures that any student who wishes to go on to graduate work will have the necessary preparation for taking the graduate record examination in his Senior year, and a sound basis for advanced work in the field. The students in the departmental honors program normally take Economics 105, 106, 121, 124, and 161 in Junior year, and Economics 158 in Senior year, together with the elective courses in the Department which best meet their special needs and interests.

MAJOR IN ENGLISH

The student who majors in English is offered a variety of courses ranging from the earliest period to modern times, from early drama to creative writing. His understanding and, with it, his enjoyment of literature may be developed through intensive study of a single author (Chaucer, Shakespeare, Milton), through the mastery of an entire period (for example, the eighteenth century, the Victorian period), and through the survey of a nation's literary history (American Literature). The immediate satisfaction in such a study is the knowledge gained thereby of man's various responses to the world and of human values as they have been imaginatively expressed with all the resources of our native language.

An English major is not primarily a training for any specific vocation. Students who formerly majored in English, however, are now active especially in the following fields: graduate and professional studies (English is one of the recommended majors for pre-law students); teaching; writing, both creative and commercial; editorial work; public relations; advertising; and business.

MAJOR IN GEOLOGY

The major in Geology will provide the student with the basic background for graduate study in the various branches of the geological sciences such as geology, geophysics, geochemistry, meteorology, oceanography, soil science, and geography. It will also prepare him for graduate study in astronomy, planetary and space science. Basic courses in the calculus, chemistry, and physics are required of all majors. More advanced courses in these fields, as well as in biology, are recommended or required, depending upon the proposed field of graduate study. Participation in faculty laboratory and field research by interested and qualified students is not only possible, but is highly recommended.

MAJOR IN HISTORY

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, and Latin American History. Careful advance planning is particularly essential for the student interested in the study and teaching of history at the graduate level. Such planning can also provide the student with a sequence of courses which will prepare him for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary and secondary levels.

A history major is required to take History 1-2 — European Civilization since the Renaissance — and History 41-42 — American Civilization. Students planning to concentrate in history are encouraged to take History 1-2 in their freshman year. If they have fulfilled these requirements no later than their sophomore year, they will have acquired the prerequisites for most elective courses in junior and senior years. Beginning students who have Advanced Placement, or who have successfully passed the departmental qualifying examination, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above, the history major will be required to take a maximum of twenty-four credits in upper-division history electives (including at least six credits in some field of history before 1500 A.D. — not to include the Renaissance). It is also recommended that history majors who intend to go on to graduate study take History 139—Introduction to Historical Method—at an early stage in their elective program, preferably in sophomore year.

In order to assure a well-balanced program, no more than twelve upper-division credits may be earned in any single field. These fields are: Ancient, Medieval Europe, Modern Europe, East Europe and Russia, United States, Latin America, and Asia. If a history major fulfills his eighteen required hours in non-major electives, and his schedule allows him to elect more than twenty-four hours of upper-division electives in history, he may then offer additional history hours of his own choice for credit, but only with the permission of the Chairman of the Department of History.

Students who, in the judgment of the Department, give promise of significant achievement in the field of history should begin in the second semester of their junior year, under the direction of a member of the Department, a special research project which will lead to an Honors Thesis. Each student's research project must initially be approved by the Honors Committee of the History Department. To facilitate the completion of their Honors Thesis, such students may enroll in History 199—Senior Seminar—in their senior year. The Honors Thesis, in duplicate, must be submitted for the approval of the Department by April 15 in the

senior year. One copy of the Thesis will become the property of the Department; if the Thesis is later published, in whole or in part, proper acknowledgment must be made to the College. The grade received on the Honors Thesis will become a permanent part of the student's academic record.

MAJOR IN MATHEMATICS

The Department of Mathematics offers programs leading to an A.B. or B.S. degree. The sequence of required mathematics courses in both curricula is: Calculus in Freshman year; Intermediate Calculus and Modern Algebra in Sophomore year; Advanced Calculus in Junior year; and two elective courses (6 semester hours) in Junior or Senior year. Students preparing for graduate work in Mathematics, or for a career as a mathematician in industry, will normally take more mathematics courses than the required minimum. A two-semester course in Physics is also required for Mathematics Majors.

MAJOR IN MODERN LANGUAGES

The Department of Modern Languages offers courses in Chinese, French, German, Italian, Portuguese, Slavic, and Spanish. Students majoring in this discipline may concentrate in French, German, Italian, Slavic, or Spanish. They are required, with the exception of those specializing in Slavic, to complete the following thirty-six credit curriculum of courses:

1. Survey of Literature (6)
2. A minimum of two period or genre courses in literature (12)
3. Advanced composition (3)
4. Stylistics (3)
5. Two electives to be chosen from the following:
 - a) History of the language (6)
 - b) Cultural backgrounds of literature (6)
 - c) A second foreign language (6)
 - d) Comparative Literature (6)
 - e) Phonetics (3)
 - f) Linguistics (3)

Prerequisite for majoring in Modern Languages is the completion, with honor grades, of the second-year college course in the language of specialization, or its equivalent. It is recommended, particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Modern Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Students who plan to major in Modern Languages should consult the Chairman of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives. Those who intend to specialize in Slavic Languages should consult the Director of Slavic Studies.

HONORS PROGRAM

The Honors Program in Modern Languages is offered to students majoring in French, German, Italian or Spanish. Candidates may offer Chinese, Portuguese, or Russian as second languages. Students in this program must maintain a cumulative average of B, and B+ in their major field, to qualify for Departmental Honors.

The core curriculum in the Honors Program of courses, which should be initiated no later than the first semester of the sophomore year, includes the following:

Survey of Major Literature	(6)
Advanced Composition and Stylistics	(6)
Three Period of Genre Courses in Major Literature	(18)
Two Courses in a Second Foreign Language	(12)

Senior Seminars required in the Honors Program, will generally focus upon a major movement in West European literature, such as Romanticism, the Medieval Lyric, Enlightenment, the Renaissance, Classicism, or Existentialism. In 1966-67, the subject will be Romanticism. Fifteen meetings of two hours duration will be held, on a weekly basis. English, French, German, Italian and Spanish aspects of Romanticism will be discussed, in English, under the direction of specialists in each language.

The seminar, which will terminate early in the second semester, will prepare candidates to write an Honors Essay in his major language on some aspect of the seminar topic. One copy of this essay will become the property of the Department.

An oral examination of no more than one hour's duration, part of which will be conducted in the candidate's major language to determine his proficiency, will cover the three periods of literature included in his course curriculum.

A Departmental Committee will conduct the examination, evaluate the essay, and formulate a recommendation for Honors which will be incorporated into the student's academic record.

MAJOR IN PHILOSOPHY

The Department of Philosophy at Boston College is committed to a metaphysical realism as its core, but recognizes that every living philosophy must be constantly open to philosophical insights from any source. Hence, the structure of its Christian commitment is animated with an intellectual curiosity that seeks to develop in the student an awareness of and sympathy for any great ideas from the world of men. A program designed for students who plan to do graduate work in the field of Philosophy offers electives which supplement the prescribed Philosophy courses. Juniors should elect upper-division courses offered in the History of Greek Philosophy and the History of Medieval Philosophy. In Senior year, in addition to the prescribed courses in Ethics and the History of Modern Philosophy, the undergraduate majoring in Philosophy may select courses at the Graduate School level, with the approval of the Chairman.

MAJOR IN PHYSICS

The Department of Physics offers a major in Physics with a balanced program of classical and modern physics. The sequence of courses, integrated with the accompanying courses in mathematics, aims primarily at preparing the gifted student for graduate study in physics. At the same time, it endeavors to communicate to the student the basic theoretical and experimental techniques requisite for employment and advancement as a professional physicist. Special arrangements for admission to candidacy for this degree may be made for those exceptional students who, in the judgment of the Department, give promise of significant contributions to the world of physics.

MAJOR IN POLITICAL SCIENCE

Students choosing Political Science as their field of concentration must take the Introduction to Political Science. In their Junior and Senior years they take at least 18 credits in Political Science electives. The remaining 18 elective credits may be in some closely related field, such as History, Economics, or Sociology. The sequence of courses prepares the students for the following objectives: government administration, foreign service, law, graduate work, and teaching in the social sciences.

MAJOR IN PSYCHOLOGY

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of human personality; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration. Students majoring in psychology must take General Psychology, Experimental Laboratory Psychology, Physiological Psychology, and Statistics. They should also take their science requirement in Biology.

MAJOR IN SOCIOLOGY

The undergraduate program in Sociology is designed primarily for students planning graduate work in sociology or in social work. The introductory course provides the student with a background in the fundamental facts, problems, and the structure of American society in preparation for more advanced courses. A special course in the Sociology of the Family is offered because of the importance of the family to the individual and to society as a whole. Other courses in the Sociology of Crime, Race Relations, Industrial Sociology, Social Mobility, Sociological Theory, and the Sociology of American Catholicism provide a comprehensive examination of various areas in the field of Sociology.

MAJOR IN THEOLOGY

The Department of Theology offers a major in Theology to give the undergraduate student the opportunity to investigate the great body of Christian truth that is the foundation of the beliefs of the Western world, as well as the basis of its civilization. To prepare the student for graduate work and the teaching of Theology, elective courses are offered also in the liturgy, patristics, medieval theological thought, current theology, and the history of religions. In Senior year, the undergraduate majoring in Theology may select courses offered at the graduate level, with the approval of the Chairman.

DEPARTMENTS AND CHAIRMEN

- | | |
|---------------------------------|---|
| 1. BIOLOGY | Rev. William D. Sullivan, S.J., <i>Chairman</i> |
| 2. CHEMISTRY | Dr. Andre deBethune, <i>Acting Chairman</i> |
| 3. CLASSICS | Rev. Robert F. Healey, S.J., <i>Chairman</i> |
| 4. ECONOMICS | Rev. Robert J. McEwen, S.J., <i>Chairman</i> |
| 5. EDUCATION | Dr. William C. Cottle, <i>Acting Chairman</i> |
| 6. ENGLISH | Dr. John L. Mahoney, <i>Chairman</i> |
| 7. FINE ARTS | Dr. Josephine Von Henneberg, <i>Acting
Chairwoman</i> |
| 8. GEOLOGY | Rev. James W. Skehan, S.J., <i>Chairman</i> |
| 9. HISTORY | Dr. Thomas H. O'Connor, <i>Chairman</i> |
| 10. MATHEMATICS | Rev. Stanley J. Bezuska, S.J., <i>Chairman</i>
Dr. Joseph A. Sullivan, <i>Associate Chairman</i> |
| 11. MILITARY SCIENCE | Colonel John L. Murphy, U.S.A., <i>Chairman</i> |
| 12. MODERN LANGUAGES | Dr. Normand R. Cartier, <i>Chairman</i> |
| 13. NATURAL SCIENCES | Dr. Robert F. O'Malley, <i>Chairman</i> |
| 14. PHILOSOPHY | Rev. Joseph F. X. Flanagan, S.J., <i>Chairman</i> |
| 15. PHYSICS | Dr. Frederick E. White, <i>Acting Chairman</i> |
| 16. POLITICAL SCIENCE | Dr. Gary P. Brazier, <i>Chairman</i> |
| 17. PSYCHOLOGY | Dr. John M. von Felsinger, <i>Chairman</i> |
| 18. SOCIOLOGY | Dr. Buford Rhea, <i>Acting Chairman</i> |
| 19. SPEECH | Dr. John H. Lawton, <i>Chairman</i> |
| 20. THEOLOGY | Rev. William J. Leonard, S.J., <i>Chairman</i> |
| 21. INTERDEPARTMENTAL PROGRAMS: | |
| LINGUISTICS | Dr. Lawrence G. Jones, <i>Director</i> |
| SLAVIC STUDIES | Dr. Lawrence G. Jones, <i>Director</i> |
| RUSSIAN-EAST
EUROPEAN CENTER | Dr. Raymond T. McNally, <i>Director</i> |

COURSES OF INSTRUCTION

1966 - 1967

The Courses of Instruction announced in the following pages by the Departments of the College of Arts and Sciences are offered to students duly registered in the College of Arts and Sciences. Students in good standing in other undergraduate schools of the University and in the Graduate School may, under certain conditions, be admitted to these Courses of Instruction.

Courses numbered below 101 are not offered as credit courses towards a graduate degree. Courses designated with H are for students enrolled in the Honors Program.

DEPARTMENT OF BIOLOGY

Professors: REV. WILLIAM D. SULLIVAN, S.J. (*Chairman*),
CHAI H. YOON.

Associate Professors: ROBERT M. COLEMAN, WALTER J. FIMIAN, JR.*, JAMES J. GILROY, FRANCIS L. MAYNARD, JOSEPH A. ORLANDO, PETER RIESER, YU-CHEN TING.

Assistant Professors: REV. DONALD J. PLOCKE, S.J., ALLYN H. RULE.

Lecturers: JOLANE SOLOMON, JAMES H. GRAHAM, M.D.

Teaching Fellows: RALPH P. FRANCESCONI, ELINOR M. O'BRIEN, CAROLMARIE SMITH.

Graduate Assistants: THOMAS CARTY, MARY DONOVAN, WILLIAM D. GRAZIADEI, JOSEPH M. KUCHARSKI, BRENDA LERNER, DAVID L. McNAMARA, SR. M. FRANCESCA MOLLURA, RICHARD S. NUGENT, MARY ANN POWERS, JAMES SIMON.

*On leave of absence, Fall Term, 1966.

BIOLOGY 3—GENERAL BIOLOGY I (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

The topics covered in this course include: biology and its subdivisions, the cell, mitosis, and meiosis, protoplasm, and vital functions; a survey of the divisions of the Plant Kingdom; a detailed study of representatives from the divisions, including the histology of the vegetative and reproductive organs of Spermatophytes; a survey of the Invertebrates; animal tissues; systems of organs, and dissection of type specimens of the Invertebrates.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Francesconi

BIOLOGY 4—GENERAL BIOLOGY II (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

A systematic study and classification of representative Vertebrates and their characteristics, and the gross anatomy and physiology of various organ systems.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Francesconi

BIOLOGY 5—GENERAL BIOLOGY I (3 Sem. Hrs.)

This course is similar to Biology 3, but there is no laboratory, and it is offered to fulfill the science requirement for students in the School of Education and the College of Business Administration.

THE DEPARTMENT

BIOLOGY 6—GENERAL BIOLOGY II (3 Sem. Hrs.)

A continuation of Biology 6, with no laboratory, offered to fulfill the science requirement for students in the School of Education and the College of Business Administration.

THE DEPARTMENT

BIOLOGY 11—BOTANY AND INVERTEBRATE ZOOLOGY (4 Sem. Hrs.)

A systematic study of the general principles pertaining to plants and animals; the correlation of morphology and physiology from the gross to the molecular levels; mitosis and meiosis; and a survey of the plant and animal kingdoms. The laboratory work includes Kodachrome demonstrations before each laboratory period; detailed study of type specimens of the lower Phyla of plants; histology of vegetative and reproductive organs of the higher plants; detailed study of living protozoa and the Hydra; and dissections of the starfish, fresh-water mussel, and the crayfish.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Maynard

BIOLOGY 12—VERTEBRATE ZOOLOGY (4 Sem. Hrs.)

The topics covered in this course include: animal tissues, organ-systems, morphology and physiology; brief survey of Chordates; genetics; and evolution. There will be lectures by specialists in several fields of biology and motion pictures on the morphology and physiology of organs and organ-systems. The laboratory work will include detailed dissection of the spiny dogfish; and demonstration specimens of various types of vertebrates.

Three lectures and one three-hour laboratory period per week for one semester.

Prerequisite: Biology 11.

Prof. Maynard

BIOLOGY 101—COMPARATIVE VERTEBRATE EMBRYOLOGY (4 Sem. Hrs.)

A study of the anatomy and physiology of reproduction, gametogenesis, and the early stages of development of the chick and mammalian embryo.

Three lectures and one three-hour laboratory period per week for one semester.

Not offered in 1966-1967.

BIOLOGY 102—HISTOLOGY

(4 Sem. Hrs.)

A study of human tissues and organs by means of the microscope; and the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology, and surgery.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Graham

BIOLOGY 103—GENETICS

(4 Sem. Hrs.)

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Yoon

BIOLOGY 108—MICROBIOLOGY

(4 Sem. Hrs.)

The topics covered in this course are: bacteria, yeast, molds, protozoa, viruses, rickettsiae, culture and staining methods, biochemical activities, infection, immunity, and serum reactions.

Two lectures and two laboratory periods per week for one semester.

Prof. Coleman

BIOLOGY 111—CYTOLOGY

(4 Sem. Hrs.)

Lectures will deal with the cell and its components, with special emphasis on the structural, functional, and hereditary aspects. Laboratory exercises cover both animal and plant materials.

Three lectures and one four-hour laboratory period per week for one semester.

Prof. Ting

BIOLOGY 142—BIOCHEMISTRY

(4 Sem. Hrs.)

An introductory course in biochemistry, which includes a detailed study of proteins, carbohydrates and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances and an examination of milk, blood, and urine, according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.

Prerequisites: Chemistry 51-52; Chemistry 63.

Prof. McCarthy

BIOLOGY 146—INTRODUCTION TO BIOCHEMISTRY (3 Sem. Hrs.)

Advanced physiology course in biochemistry and biophysics of enzymatic activities, electron transport, and energy cycles in cells.

Two 75-minute lectures per week for one semester.

Prof. Orlando

BIOLOGY 151—PHYSIOLOGICAL MECHANISMS OF THE CELL (4 Sem. Hrs.)

This course will treat the following: make-up of molecules, cellular constituents such as proteins, carbohydrates, lipids and nuclear proteins and electron transport system.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Rule

BIOLOGY 153—GENERAL PHYSIOLOGY (4 Sem. Hrs.)

This course will treat specialized cell functions such as nerve impulses, neuromuscular junctions, action potential, contractile mechanisms of muscle cells, pacemaker activities of cardiac muscle, bioluminescence and photosynthesis.

Three lectures and one three-hour laboratory period per week for one semester.

Prof. Rieser

BIOLOGY 154—VERTEBRATE PHYSIOLOGY (4 Sem. Hrs.)

A study of the basic principles of physiology, primarily as illustrated by the vertebrates, with emphasis on the physico-chemical aspects and homeostatic mechanisms of the functional systems.

Two lectures and one four-hour laboratory period per week for one semester.

Prof. Maynard

BIOLOGY 157—GENERAL ENDOCRINOLOGY (3 Sem. Hrs.)

This course consists of lectures on the morphology and physiology of the ductless glands.

Two 75-minute lectures per week for one semester.

Prof. Solomon

BIOLOGY 159-160—RESEARCH-SEMINAR (8 Sem. Hrs.)

With the permission of the Dean and Chairman, qualified students may be assigned special research projects with a weekly seminar in the biochemistry of protozoa and bacteria, regeneration, genetics, endocrinology, and immunology.

THE DEPARTMENT

DEPARTMENT OF CHEMISTRY

Professors: JOSEPH BORNSTEIN, ANDRE J. DEBETHUNE (*Acting Chairman*).

Associate Professors: O. FRANCIS BENNETT, RAYMOND F. BOGUCKI,*
ERNST A. C. KOERNER VON GUSTORF, TIMOTHY E. MCCARTHY, ROBERT F. O'MALLEY,
IRVING J. RUSSELL, GEORGE VOGEL.

Assistant Professors: NEIL B. JURINSKI, JEONG-LONG LIN, REV.
DONALD I. MACLEAN, S.J., ALAN M. PHIPPS.

Instructor: REV. JOHN R. TRZASKA, S.J.

Research Fellows: ALBERTO GOLDWASSER, CLIFFORD J. LUDMAN.

Graduate Assistants: KAREN A. BYRNE, JANE A. D'ERCOLE, JOSEPH
R. DRISCOLL, JOHN J. GRIFFIN, RUDOLPH W. GOETZ, JOSEPH C. HOGAN, JR., RICHARD J.
MALLOY, VICTOR J. ROMAN, LOUIS SORRIERO, MARYBETH TAYLOR, JOHN E. TRAMONDOZZI,
MARY E. TWAROWSKI, NICHOLAS D. TZIMPOULOS, DANNY V. WHITE.

National Defense Education Act Fellows: MARYANN CITERONI,
JOHN DOMIJAN, GAIL D. MULLIGAN,
WILLIAM F. REINHART, GERALD M. SALUTI.

National Aeronautics and Space

Administration Trainee: JAMES J. AHEARN, JR.

Research Assistants: BERNARD M. HALPIN, JR., EDWARD M. MCCARRON, JOHN F. TWEEDIE.

*On leave of absence, 1966-1967.

CHEMISTRY 3-4—GENERAL CHEMISTRY (8 Sem. Hrs)

General chemistry is offered for students without previous training and includes an introduction to the principles of chemistry, together with suitable applications. The essential factual aspects of chemistry are considered against a background of modern theory.

Three hours and one laboratory period per week for two semesters.
Prof. Russell

CHEMISTRY 11-12—INORGANIC CHEMISTRY (8 Sem. Hrs.)

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on qualitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

Three hours and one laboratory period per week for two semesters.
Prerequisite: One year of high school chemistry.
Prof. Jurinski, O'Malley, Trzaska, S.J.

CHEMISTRY 31-32—ORGANIC CHEMISTRY (8 Sem. Hrs.)

This course presents the essential methods of preparation and the properties of the compounds of carbon and atomic and molecular structure as a theoretical basis. The mechanisms of reactions are stressed throughout. The preparation of representative compounds and a consideration of their properties is the principal function of the laboratory portion of the course.

Three hours and one four-hour laboratory period per week for two semesters.

Profs. Bennett, Koerner von Gustorf, Vogel

CHEMISTRY 61—QUALITATIVE ORGANIC ANALYSIS (3 Sem. Hrs.)

Primarily a laboratory course. Classical and instrumental methods will be used for the identification of organic compounds. The student identifies several organic compounds.

One hour and two 3-hour laboratory periods per week for one semester.

Prerequisite: Chemistry 31-32.

Prof. Bornstein

CHEMISTRY 64—ANALYTICAL CHEMISTRY (5 Sem. Hrs.)

This course presents the essential principles of the standard methods of quantitative analysis in the framework of chemical theory. The laboratory work aims at the acquisition of proper techniques for precise analytical work, and mastery of typical methods for determination of the chemical elements.

Three hours and two three-hour laboratory periods per week for one semester.

Prerequisite: Chemistry 31-32.

Prof. Phipps

CHEMISTRY 64A—ANALYTICAL CHEMISTRY (4 Sem. Hrs.)

The same as Chemistry 64, with a reduced laboratory work load.

Three hours and one three-hour laboratory period per week for one semester.

Prerequisite: Chemistry 31-32.

Prof. Phipps

CHEMISTRY 72—BIOCHEMISTRY (4 Sem. Hrs.)

This introductory course includes a detailed study of proteins, carbohydrates and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances and examinations of milk, blood, and urine, according to modern methods of analysis.

Three hours and one three-hour laboratory period per week for one semester.

Prerequisites: Chemistry 31-32; Chemistry 64 or 64A.

Prof. McCarthy

CHEMISTRY 81-82—PHYSICAL CHEMISTRY (8 Sem. Hrs.)

A study of the principles of chemistry through the application of physics and mathematics at an advanced level, based on thermodynamics, kinetic theory, quantum mechanics, and structural chemistry.

Three hours and one problem section per week for two semesters.

Prerequisites: Chemistry 31-32; Mathematics 23-24;

Physics 23-24.

Profs. Lin, MacLean, S.J.

CHEMISTRY 112—ADVANCED INORGANIC CHEMISTRY (3 Sem. Hrs.)

A consideration of the chemistry of the non-transitional elements in the light of current theory is the major concern of this course.

Not offered in 1966-1967.

Prof. O'Malley

CHEMISTRY 123—ELECTROCHEMISTRY (3 Sem. Hrs.)

The theory of electrolysis and the galvanic cell. Faraday's Laws. Conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and overvoltage.

Three hours.

Prof. de Bethune

CHEMISTRY 124—CHEMICAL THERMODYNAMICS (3 Sem. Hrs.)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rule, phase diagram and activities. Third law and Nernst Theorem.

Three hours.

Prof. Lin

CHEMISTRY 125—CHEMICAL KINETICS AND MECHANISMS (3 Sem. Hrs.)

Collision and transition state theory relating to chemical rate processes will be covered. Kinetics and mechanisms of reactions in homogeneous solution will be stressed.

Not offered in 1966-1967.

CHEMISTRY 127—INTRODUCTORY QUANTUM MECHANICS (3 Sem. Hrs.)

A discussion of current theories of bonding based on a wave mechanical interpretation. Comparison of valence-bond and molecular orbital theories. Derivation of chemical information from wave functions.

Not offered in 1966-1967.

Prof. Jurinski

CHEMISTRY 129—CHEMICAL SPECTROSCOPY (3 Sem. Hrs.)

An introduction to modern methods of spectroscopy and their utilization as a source of chemical information.

Three hours.

Prof. Jurinski

CHEMISTRY 143—BIOCHEMISTRY

(4 Sem. Hrs.)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell.

Three hours and four hours of laboratory.

Prof. McCarthy

CHEMISTRY 151—PHYSICAL ORGANIC CHEMISTRY

(3 Sem. Hrs.)

The structure of organic molecules as determined from physical data and the effect of structure on reactions will be treated.

Three hours.

Prof. Trzaska, S.J.

CHEMISTRY 165—ADVANCED ANALYTICAL CHEMISTRY

(4 Sem. Hrs.)

This course utilizes instrumental methods of analysis, covering the principles of pH measurements, electrotitrations, polarography, spectrophotometry, and other instrumental methods that are currently applied to chemical analysis.

Three hours and three hours of laboratory.

Prerequisites: Chemistry 31-32, 64, 81-82.

Prof. Phipps

CHEMISTRY 171-172—SPECIAL PROBLEMS IN CHEMISTRY

(6 Sem. Hrs.)

Directed research, or the study of a special chemical problem. Only one semester of this sequence may be counted towards A.C.S. advanced course and upper level laboratory requirements.

Admission by permission only.

Laboratory by arrangement.

THE DEPARTMENT

CHEMISTRY 183—ADVANCED PHYSICAL CHEMISTRY

(3 Sem. Hrs.)

The fundamental principles of physical chemistry as developed in thermodynamics, kinetic theory, statistical mechanics, quantum mechanics and structural theory, viewed at a more mature level.

Three hours.

Prof. de Bethune

CHEMISTRY 185—PHYSICAL CHEMISTRY LABORATORY

(4 Sem. Hrs.)

An introduction to experimental methods for obtaining physical-chemical data. Experiments are selected to illustrate basic principles of physical chemistry.

Two hours and six hours of laboratory, by arrangement.

Prof. MacLean, S.J.

CHEMISTRY 189—NUCLEAR AND RADIOCHEMISTRY

(3 Sem. Hrs.)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields.

Two hours and three hours of laboratory, by arrangement.

Prof. Russell

CHEMISTRY 192—PRINCIPLES OF INORGANIC CHEMISTRY

(3 Sem. Hrs.)

This course applies the theoretical principles of physical chemistry to inorganic compounds. The nature of bonding in covalent, ionic and coordination compounds is discussed. Structural aspects of the subject are emphasized in the light of recent advances.

Three Hours.

Prof. O'Malley

DEPARTMENT OF CLASSICS

Professors: JOSEPH P. MAGUIRE, REV. LEO P. McCAULEY, S.J.,*
REV. OSWALD A. REINHALTER, S.J.

Assistant Professors: EUGENE W. BUSHALA, REV. ROBERT F.
HEALEY, S.J., (*Chairman*), ROBERT F. RENE-
HAN, REV. CARL J. THAYER, S.J.

Teaching Fellow: JUDITH A. JENNINGS.

Graduate Assistant: DIARMID M. LUCEY.

*On leave of absence, 1966-67.

The courses offered are designed to meet the needs of the three classes of students: a) those who wish to fulfill the language requirements; b) those who wish to minor in Classics while concentrating in some other field; and c) those who wish to major in Classic Concentration on text courses is strongly recommended to students preparing for graduate study and professional work in the field of Classics.

GREEK

GREEK 1-2—ELEMENTARY GREEK (6 Sem. Hrs.)

This course introduces students to Attic Greek with a view to early reading of connected prose.

Prof. McLoud

GREEK 11-12—INTERMEDIATE GREEK (6 Sem. Hrs.)

Attic prose authors of moderate difficulty, such as Plato and Demosthenes, are studied.

Profs. Renehan and Thayer, S.J.

GREEK 21-22—ADVANCED GREEK (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered Classics 151-169.

LATIN

LATIN 1-2—ELEMENTARY LATIN (6 Sem. Hrs.)

This course features the newly-developed linguistics approach to learning Latin with a view to early reading of connected prose.

Prof. McLoud

LATIN 11-12—INTERMEDIATE LATIN (6 Sem. Hrs.)

Prose authors of moderate difficulty, such as Cicero and Livy, are studied.

Profs. McLoud and Jennings

LATIN 21-22—ADVANCED LATIN (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered Classics 181-182, 195-196.

CLASSICS

(UPPER DIVISION ELECTIVES)

GROUP I—COURSES IN ENGLISH TRANSLATION

CLASSICS 101-102—GREEK LITERATURE IN TRANSLATION I, II (6 Sem. Hrs.)

A survey in English translation of the masterpieces of Greek literature from Homer to the Hellenistic Age.

Prof. Bushala

CLASSICS 107—GREEK AND ROMAN MYTHOLOGY (3 Sem. Hrs.)

A survey of the myths of the Greeks and Romans, and consideration of their relation to European history, art, and literature. The readings and assignments of the course will, so far as possible, be related to the individual student's field of concentration.

Prof. McLoud

CLASSICS 108—GREEK AND ROMAN EPIC (3 Sem. Hrs.)

A reading of *Iliad*, *Odyssey* and *Aeneid* in translation, with discussion of epic technique, plot construction and literary significance.

Prof. McLoud

CLASSICS 109-110—ROMAN HISTORY I, II (6 Sem. Hrs.)

A survey of Roman History from earliest times to Constantine.

Prof. Healey, S.J.

CLASSICS 139-140—THE PRE-SOCRATICS I, II (6 Sem. Hrs.)

A study of the origin and development of Greek philosophy, and its relations with myth and literature.

Prof. Maguire

CLASSICS 141-142—DIALOGUES OF PLATO I, II (6 Sem. Hrs.)

A study of selected, major dialogues, in translation, from the various periods of Plato's life and thought development. Special provision will be made for those who wish to read the Greek text.

Prof. Maguire

GROUP II—COURSES IN ORIGINAL TEXTS

CLASSICS 143-144—SPEECHES AND SYMPOSIUMS I, II (6 Sem. Hrs.)

A reading of significant works of Lysias, Isocrates, Xenophon and Plato, with major stress upon the philosophical, literary, political and social world of Fourth Century Athens.

Prof. Bushala

- CLASSICS 151-152—SOPHOCLES I, II (6 Sem. Hrs.)
Reading of the complete text.
Prof. Thayer, S.J.
- CLASSICS 159-160—HOMER I, II (6 Sem. Hrs.)
Reading of *Iliad*, *Odyssey*, *Hymns*.
Prof. Thayer, S.J.
- CLASSICS 177-178—LUCRETIOUS I, II (6 Sem. Hrs.)
A study of the entire text of *De Rerum Natura*, together with a discussion of its philosophical and literary content.
Prof. Renehan
- CLASSICS 185-186—LATE ROMAN AUTHORS I, II (6 Sem. Hrs.)
A study of the text of Petronius, Juvenal, Persius, Martial and Apuleius, with emphasis on the literary, historical and cultural background.
Prof. Healey, S.J.
- CLASSICS 187-188—CATULLUS AND THE ELEGIAC POETS I, II (6 Sem. Hrs.)
Intensive study and literary evaluation of selections from Catullus, Tibullus, Propertius, and Ovid, in a background of the origin, nature, and development of elegiac poetry.
Prof. Reinhalter, S.J.
- CLASSICS 189-190—CHRISTIAN LATIN LITERATURE I, II (6 Sem. Hrs.)
A survey of Christian Latin literature, with intensive reading and study of selections from the time of Tertullian and Minucius Felix to the age of St. Augustine, in prose; and from St. Hilary and St. Ambrose up to the Council of Trent, in poetry.
Prof. Reinhalter, S.J.
- CLASSICS 199—READING FOR PREREQUISITES
Assignments to be done under direction. The number of credits will depend on the judgement of the director.

THE DEPARTMENT

DEPARTMENT OF ECONOMICS

Professors: ALICE E. BOURNEUF, DONALD J. WHITE.*

Associate Professors: VLADIMIR N. BANDERA*, REV. ERNEST B. FOLEY, S.J., WILLIAM R. HUGHES, EDWARD J. KANE, REV. W. SEAVEY JOYCE, S.J., REV. ROBERT J. McEWEN, S.J. (*Chairman*), LEON SMOLINSKI.

Assistant Professors: DAVID A. BELSLEY, REV. ROBERT J. CHENEY, S.J., REV. JAMES CREAMER, S.J., MARCIA D. DAVIDSON, VINCENT F. DUNFEY, ANN FRIEDLAENDER, DAVID J. LOSCHKY, H. MICHAEL MANN, FRANCIS M. McLAUGHLIN, REV. JOHN J. MURPHY, S.J., HAROLD PETERSEN, CHARLES J. SCULLY, DONALD SHERK, C. GLYNN WILLIAMS.

Lecturers: JAMES W. DEAN, EILA HANNI, DOROTHY J. SPARROW, ARNOLD SOLOWAY, ADOLPH VANDENDORPE.

Teaching Fellows: FRANCIS BREEN, ROBERT COHN, CAROL COMPOSTO, JEANNE DIERKES, EDWARD FORD, JOAN GARRY, GERALD GAUCHER, EDWIN GOODING, BENJAMIN GREENE, JOHN HEISE, EMILY HOFFMAN, RITA KEINTZ, MICHAEL MAGURA, NORMAND NOEL, FRANCIS O'BRIEN, MICHAEL PANIK, IRVIN PARSON, MONIQUE PAUL, CHARLES PLUMMER, FREDERICK SEBOLD, JAMES STARKEY, ANDREW STOLLAR, RAYMOND TORTO, FORIAN WAWRZYNIAK.

*On leave of absence, 1966-1967.

ECONOMICS 31—PRINCIPLES OF ECONOMICS—MACRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the determination of the level of income and employment, fluctuations in income, monetary and fiscal policy, inflation, and growth.

THE DEPARTMENT

ECONOMICS 32—PRINCIPLES OF ECONOMICS—MICRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the pricing of commodities and factors of production, firm and industry equilibrium under various market structures, international trade and payments, and comparative economic systems.

THE DEPARTMENT

ECONOMICS 101—INTERMEDIATE ECONOMIC THEORY (3 Sem. Hrs.)

The purpose of this course is to give an understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system.

Profs. Hughes, Mann, Murphy, S.J.

ECONOMICS 102—MACROECONOMICS (3 Sem. Hrs.)

The objectives of this course are to develop the elements of aggregative analysis and to study the nature and characteristics of business and economic fluctuations in the United States.

Profs. Hanni, Noel

ECONOMICS 104—BUSINESS CYCLES (3 Sem. Hrs.)

A theoretical analysis is made of fluctuations and growth in employment and income. Business cycle experience of the United States since World War I is examined in the light of this analysis.

Prof. Hanni

ECONOMICS 105—THEORY OF THE FIRM (3 Sem. Hrs.)

The allocation of resources in a market economy will be studied intensively. Detailed analysis will be made of the behavior of firms and households, and their importance for the determination of commodity and factor prices will be shown. Emphasis will be placed on different types of market structure and welfare implications.

Open only to Special Economic Juniors.

Prof. Belsley

ECONOMICS 106—AGGREGATE ECONOMICS (3 Sem. Hrs.)

This course intends to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest and money, and on post-Keynesian cycle and growth models.

Open only to Special Economic Juniors.

Prof. Bourneuf

ECONOMICS 121—ECONOMIC STATISTICS (3 Sem. Hrs.)

The purpose of this course is to teach the student the basic techniques used in the compilation and calculation of economic statistics, and to equip him with patterns of analysis and interpretation of quantitative data. The following topics are considered: collection and classification of data; tabular and graphic presentation; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation. The course involves lectures, problems, and laboratory work.

Prof. Scully

ECONOMICS 122—MATHEMATICS FOR ECONOMISTS I (3 Sem. Hrs.)

Introduction to mathematical methods useful in economics; functions, limits, derivatives, integrals, functions of several variables, partial derivatives, maxima and minima, homogeneous functions, implicit and inverse function theorem.

Prof. Vandendorpe

ECONOMICS 123—MATHEMATICS FOR ECONOMICS II (3 Sem. Hrs.)

Introduction to vector analysis and matrix algebra; differential and difference equations; systems of linear differential and difference equations, characteristic roots, properties and non-negative square matrices.

Prof. Vandendorpe

ECONOMICS 124—INTERMEDIATE STATISTICAL ANALYSIS (3 Sem. Hrs.)

This course is designed to enable the student to apply basic statistical methods to particular business and economic problems, and to introduce more advanced techniques. Emphasis is placed on student research and on developing skill in designing and testing statistical hypotheses. Topics include moment analysis, probability, sampling, estimation of parameters, tests of hypotheses, multivariate analysis, and time series analysis.

Prerequisite: Elementary Statistics.

Prof. Scully

ECONOMICS 125—ECONOMETRICS (3 Sem. Hrs.)

A development of the analytical techniques for the statistical measurement and testing of theoretical economic relationships. The course begins with a review of the methods and problems associated with simple and multiple linear regression and includes a consideration of modern methods of estimating the parameters of equations in simultaneous economic models.

Prerequisite: Economics 105, 106, 122, or their equivalent.

Prof. Belsley

ECONOMICS 132—AMERICAN ECONOMIC HISTORY (3 Sem. Hrs.)

Various aspects of American Economic history will be elucidated through the use of economic theory. Conversely, a variety of historical materials will be used to suggest desirable alterations in certain economic models.

Prof. Loschky

ECONOMICS 133—HISTORY OF ECONOMIC ANALYSIS (3 Sem. Hrs.)

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socio-economic and intellectual background of their times.

Profs. Cheney, S.J., Keintz

ECONOMICS 138—EUROPEAN ECONOMIC HISTORY (3 Sem. Hrs.)

The history of England and Russia will be employed in the construction of an explanation of technological change and economic growth. Several current hypotheses will provide the base from which the explanation will be developed.

Prof. Loschky

ECONOMICS 140—LABOR ECONOMICS (3 Sem. Hrs.)

A description of labor market institutions and an analysis of the forces determining money wages, real wages and the level and structure of employment. The course emphasizes the changes occurring in the labor market, their relevance to wage and employment determination, and their implications for social policy.

Prof. Williams

ECONOMICS 151—GOVERNMENT AND BUSINESS (3 Sem. Hrs.)

An intensive examination of the power and role of the government in protecting, controlling, and regulating various aspects of economic activities. This examination will involve a review of the structure and functioning of business enterprises, labor, agriculture, public utilities, transportation, and financial institutions.

Prof. Dunfey

ECONOMICS 153—INDUSTRIAL ORGANIZATION (3 Sem. Hrs.)

An analysis of the relationship of market structures to the market conduct of business enterprises and of each of these to market performance will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

Prof. Mann

ECONOMICS 155—REGULATED INDUSTRIES (3 Sem. Hrs.)

Analysis of industries in which direct regulation or public ownership has been the chief form of government intervention. Emphasis on economic features of each market which condition form and effectiveness of regulation. Probable case studies: pipelines, telephone service, electric power, communication satellites, crude oil, and television.

Prof. Hughes

ECONOMICS 156—RESEARCH SEMINAR (3 Sem. Hrs.)

An introduction to the methods of Economic Research. Each student will work on an individual project.

Open only to Special Economics Juniors.

Prof. McEwen, S.J.

ECONOMICS 158—ECONOMIC POLICY SEMINAR (3 Sem. Hrs.)

Independent research project in the general field of economic policy. Papers will be required and presented to the Seminar.

Open only to Special Economics Seniors.

Profs. Bourneuf, McEwen, S.J., Sherk

ECONOMICS 159—THE CHURCH AND THE ECONOMIC SOCIETY (3 Sem. Hrs.)

This course examines economic society and the diverse social relations to which economic life gives rise in the light of Christian teaching on man and society. Specific topics include: needs of man, labor, ownership of property, capital, exchange, price, the market, enterprise and industry, trade unions and management, national and international economy, and the state.

Prof. Foley, S.J.

ECONOMICS 161—MONEY AND BANKING (3 Sem. Hrs.)

This course analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy.

Profs. Breen, O'Brien

ECONOMICS 165—PUBLIC FINANCE (3 Sem. Hrs.)

This course is concerned with the government financial operations in the economy. Theories of taxation, the shifting and incidence of taxes, and the evolution of tax policy are discussed, and Federal, state, and local expenditures are analyzed. Fiscal policy for economic stabilization and growth, and the interaction of fiscal and monetary problems are emphasized.

Prof. Friedlaender

ECONOMICS 171—THEORY OF INTERNATIONAL TRADE (3 Sem. Hrs.)

This is an analytical and institutional introduction to the field of international trade, payments, and commercial policy. The first part of the course outlines the fundamental theories of the nature of international specialization. This will be followed by an analysis of the sources and correction of disequilibria in the balance of payments and exchange rates. The course will deal with such current issues as the role of government intervention and the formation of customs unions.

Profs. Hanni, Sherk

ECONOMICS 173—ECONOMIC DEVELOPMENT (3 Sem. Hrs.)

This course begins with a survey of leading theories of economic development and their application. The emphasis will be on the problems of the underdeveloped countries and programs for stimulating economic growth in the poor nations. Wide reading is required and papers will be presented in class for student discussion.

Profs. Sherk, Davidson

ECONOMICS 193—REGIONAL ECONOMICS (3 Sem. Hrs.)

This course is concerned with the analysis of current regional and metropolitan economic problems. Tools will be developed to analyze patterns of metropolitan growth and development. Specific topics considered will include the transportation problem, racial problems in metropolitan areas, depressed areas, and costs and benefits of regional investments.

Prof. Friedlaender

ECONOMICS 197—SOVIET ECONOMIC SYSTEM (3 Sem. Hrs.)

This course traces the rate of growth and changes in the structure of the Soviet economy under the five-year plans. It analyzes the planning principles and institutions and investigates the role of financial controls and of incentives. Attention will be also directed to Soviet foreign economic relations.

Prof. Smolinski

ECONOMICS 198—COMPARATIVE ECONOMIC SYSTEMS (3 Sem. Hrs.)

An analytical comparison will be made of the ways in which nations organize economic activity. Different economic systems will be scrutinized in respect to the role of monetary and financial institutions; organization of industry, agriculture, and trade; and allocation of resources to alternative goals.

Profs. Smolinski, Davidson

GRADUATE PROGRAM IN ECONOMICS

Information regarding this program, related assistantships, and teaching fellowships can be obtained from the Graduate School of Arts and Sciences, Boston College, Chestnut Hill, Massachusetts 02167.

Programs leading both to the Master's degree and the Doctorate in Economics are offered.

DEPARTMENT OF EDUCATION

Professors: WILLIAM C. COTTLE (*Acting Chairman*), ALEXANDER SCHNEIDERS.

Associate Professor: WILLIAM M. GRIFFIN.

Assistant Professors: J RACHARD BATH, PIERRE D. LAMBERT.

Assistant Instructor: STEPHEN O. PATERNA.

EDUCATION 101—PHILOSOPHY OF EDUCATION (3 Sem. Hrs.)

This course considers fundamental educational problems: the nature of the learner; the agencies responsible for education; the rights of parents, Church, and State regarding education; and the philosophical aspect of curriculum and methodology.

Prof. Lambert

EDUCATION 141—PSYCHOLOGY OF LEARNING (3 Sem. Hrs.)

This course considers development tendencies, the nature and organization of intelligence, the learning process and factors influencing learning, motivation, and transfer of training.

Prof. Bath

EDUCATION 145—PSYCHOLOGY OF ADOLESCENCE (3 Sem. Hrs.)

This course studies the characteristic and attendant problems of adolescent growth and development.

Prof. Bath

EDUCATION 158—CURRICULUM OF THE SECONDARY SCHOOL

(3 Sem. Hrs.)

The modern secondary school is studied in this course, with emphasis placed upon the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

Prof. Griffin

EDUCATION 171—PRINCIPLES OF GUIDANCE (3 Sem. Hrs.)

This is a basic course which includes an introduction to guidance; a study of education viewed in the light of guidance, both in activities and attitude; and a discussion of the chief functions of guidance.

Prof. Bath

DEPARTMENT OF ENGLISH

Professors: LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES, JOHN L. MAHONEY (*Chairman*), JOHN J. McALEER, REV. JOHN A. O'CALLAGHAN, S.J.,* MAURICE J. QUINLAN.

Associate Professors: LOIS T. HARTLEY, JOHN W. LOOFBOUROW, JOHN H. RANDALL, III, CLARA M. SIGGINS.*

Assistant Professors: RAYMOND G. BIGGAR, REV. JOHN J. CADIGAN, S.J., PAUL C. DOHERTY, ANNE D. FERRY,** JOHN J. FITZGERALD, ALBERT M. FOLKARD, F. GAGE GROB, THOMAS P. HUGHES, JOSEPH A. LONGO, REV. ARTHUR A. MACGILLIVRAY, S.J., RICHARD E. MALANY, JOSEPH M. MCCAFFERTY, JOHN F. MCCARTHY, DANIEL L. McCUE, FRANCIS J. McDERMOTT, CHARLES L. REGAN, ROBERT E. REITER, REV. FRANCIS X. SHEA, S.J., JOHN J. SULLIVAN, REV. FRANCIS W. SWEENEY, S.J., ANDREW J. VON HENDY.

Instructors: CAROL E. HURD.

Lecturers: DOUGLAS H. McCAY, ROBERT J. SILBERNAGEL.

Teaching Fellows: HARRY J. CAMPBELL, MARGARET CASEY, PAMELA J. FORDE, MICHAEL E. HASSETT, STEPHEN I. HEMENWAY, MARILYN SHNIDER, CONSTANCE C. WALTER, LOIS A. ZIEGELMAN.

* On leave of absence, Spring Term, 1967.

** On leave of absence, 1966-67.

English majors are required to take En. 101-102 and at least 3 semester hours in Chaucer, medieval literature, of history of language; 3 semester hours in Shakespeare; and 6 semester hours in courses covering periods of literature prior to 1900.

ENGLISH 1-2—RHETORIC AND INTRODUCTION TO LITERARY FORMS

(6 Sem. Hrs.)

The general aim of the freshman year is to train the student through disciplined reading of prose and poetry to a recognition of what is best in literature and through frequent writing to a mastery of the effective use of language. The first semester will emphasize expository and argumentative writing in association with a study of the rhetorical techniques of invention and disposition. Though the second semester will continue the study of rhetoric, especially style, the main emphasis will fall on the reading of poetry, drama, and imaginative prose, and the analysis of literary forms.

THE DEPARTMENT

ENGLISH 101-102—INTRODUCTION TO ENGLISH STUDIES (6 Sem. Hrs.)

This course, required of all sophomore English majors, offers a history of English literature and introduces students to the kinds of literary problems posed by that literature and its history.

Profs. Ferry, Reiter, Von Hendy

ENGLISH 105—INTRODUCTION TO MIDDLE ENGLISH (3 Sem. Hrs.)

This course is based on readings in the various genres of Middle English literature, accompanied by a discussion of their literary value, with an introduction to the problem of language.

Prof. Biggar

ENGLISH 107—CONTEMPORARIES OF CHAUCER (3 Sem. Hrs.)

A study of the major literary figures of Chaucer's age.

Prof. Biggar

ENGLISH 110—GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE (3 Sem. Hrs.)

This course is a survey of the development of the English Language, with an introduction to the major problems of historical and structural linguistics.

Prof. Biggar

ENGLISH 111—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

An examination of the structure of modern American English and an introduction to the basic assumptions and to the various descriptive methods of modern linguistics.

Prof. Biggar

ENGLISH 112—CHAUCER (3 Sem. Hrs.)

A study of Chaucer's major works, especially *The Canterbury Tales*.

Prof. Hirsh

ENGLISH 115—THE DEVELOPMENT OF PROSE FICTION (3 Sem. Hrs.)

Types of prose fiction in Tudor and Stuart England and their relation to its literary, social, and intellectual history.

Prof. Doherty

ENGLISH 116—THEORIES OF FICTION (3 Sem. Hrs.)

A close study of some important documents in the history of fiction and the novels which represent them.

Prof. Doherty

ENGLISH 118—SURVEY OF THE DRAMA I (3 Sem. Hrs.)

A study of major dramatists from the earliest times of Shakespeare.

Prof. Fitzgerald

ENGLISH 119—SURVEY OF DRAMA II (3 Sem. Hrs.)
A study of major dramatists from Shakespeare to the present.
Prof. Fitzgerald

ENGLISH 119—SURVEY OF THE DRAMA II (3 Sem. Hrs.)
A study of major dramatists from Shakespeare to the present.
Prof. Fitzgerald

ENGLISH 120-121—ENGLISH LITERATURE TO 1500 (6 Sem. Hrs.)
In this examination of works of the Old English period and of later medieval texts, English and Scottish, the primary concentration will be upon features of literary interest, although attention will be given to philological matters of major significance. The earlier documents and certain others of dialectal difficulty will be studied in modern renderings. This course is conducted in conjunction with English 220-221.
Prof. Regan

ENGLISH 123—THE RENAISSANCE (3 Sem. Hrs.)
A detailed study of the major writers from Thomas More to Edmund Spenser.
Prof. Dubamel

ENGLISH 125—PRE-SHAKESPEAREAN DRAMA (3 Sem. Hrs.)
A study of the major English dramatists, from the late medieval morality plays to Thomas Kyd.
Prof. Von Hendy

ENGLISH 126—JACOBEAN DRAMA (3 Sem. Hrs.)
A continuation of English 125, a study of English drama to the closing of the theatres during the Civil War.
Prof. Von Hendy

ENGLISH 127—SHAKESPEARE'S COMEDIES AND HISTORIES (3 Sem. Hrs.)
This course is a detailed study of *Richard II*, *1 Henry IV*, *Romeo and Juliet*, and *Twelfth Night*, and a survey of Shakespeare's works from 1590-1603.
Prof. Dubamel

ENGLISH 128—SHAKESPEARE'S TRAGEDIES (3 Sem. Hrs.)
Students undertake a detailed study of *Hamlet*, *Macbeth*, *Othello*, from *Antony and Cleopatra*, and a survey of Shakespeare's major works from 1603-1611.
Prof. Dubamel

ENGLISH 133—METAPHYSICAL POETRY

(3 Sem. Hrs.)

An intensive reading of the poetry of Donne, Herbert, Crashaw, Vaughan, Marvell, and Traherne.

Prof. R. Hughes

ENGLISH 134—JONSONIAN AND CAVALIER POETRY

(3 Sem. Hrs.)

A study of the dramatic and poetic writings of Ben Jonson, and selective readings in the work of Herrick, Lovelace, Suckling, and others.

Prof. R. Hughes

ENGLISH 135—SURVEY OF SHAKESPEAREAN DRAMA I

(3 Sem. Hrs.)

A survey of Shakespeare's plays, with emphasis on the histories and comedies.

Prof. Longo

ENGLISH 136—SURVEY OF SHAKESPEAREAN DRAMA II

(3 Sem. Hrs.)

A continuation of English 135, with emphasis on the tragedies and romances.

Prof. Longo

ENGLISH 137—MILTON

(3 Sem. Hrs.)

Milton's poetry is surveyed, with a close study of *Paradise Lost* and *Samson Agonistes*.

Prof. Hirsh

ENGLISH 147—THE AGE OF POPE

(3 Sem. Hrs.)

A study of early eighteenth century literature, with special emphasis on Pope and his contemporaries.

Prof. Quinlan

ENGLISH 148—THE AGE OF JOHNSON

(3 Sem. Hrs.)

This is a study of the later eighteenth century literature, with emphasis on the writings of Johnson and his circle.

Prof. Quinlan

ENGLISH 152—THE ROMANTIC MOVEMENT

(3 Sem. Hrs.)

The history and achievement of English Romanticism, especially as reflected in the works of Wordsworth and his contemporaries.

Prof. Mahoney

ENGLISH 156—VICTORIAN POETRY AND PROSE I

(3 Sem. Hrs.)

A study of early Victorian poetry and non-fiction prose, with emphasis on the works of Tennyson, Browning, Carlyle, Mill, and Ruskin. This course is conducted in conjunction with English 256.

Prof. McCarthy

ENGLISH 157—VICTORIAN POETRY AND PROSE II (3 Sem. Hrs.)

A study of later Victorian poetry and non-fiction prose, with emphasis on Arnold, Pater, the Aesthetic Movement, Hardy, and Hopkins. This course is conducted in conjunction with English 257.

Prof. McCarthy

ENGLISH 158—ENGLISH FICTION: DEFOE TO AUSTEN (3 Sem. Hrs.)

The development of English fiction from the early seventeenth to the beginning of the nineteenth century. This course is conducted in conjunction with English 258.

Prof. Loofbouroow

ENGLISH 159—ENGLISH FICTION: AUSTEN TO CONRAD (3 Sem. Hrs.)

A continuation of English 158. This course is conducted in conjunction with English 259.

Prof. Loofbouroow

ENGLISH 160—CONTEMPORARY LITERARY THEMES (3 Sem. Hrs.)

A study in depth of selected representative authors of the twentieth century.

Prof. Malany

ENGLISH 170—CLASSIC AMERICAN FICTION: HAWTHORNE TO JAMES
(3 Sem. Hrs.)

Studies in Hawthorne, Melville, Mark Twain, and Henry James. Psychological romance and the Pre-Civil-War enthusiasm for exploring man's relation to the cosmos; realism, mythmaking, and Post-Civil-War anxiety about man's relation to other men.

Prof. Randall

ENGLISH 171—MODERN AMERICAN FICTION: THE TWENTIES AND AFTER
(3 Sem. Hrs.)

The Jazz Age and disintegration of value, social upheaval and attempted reconstruction, the place of man in an absurd world. Studies in Fitzgerald, Hemingway, O'Neill, Dos Passos, Faulkner, Malamud, and Bellow.

Prof. Randall

ENGLISH 172-173—AMERICAN POETRY (6 Sem. Hrs.)

Studies in the development of American poetry from the beginnings to the present.

Prof. Hartley

ENGLISH 177—SEMINAL IDEAS IN AMERICAN LITERATURE I
(3 Sem. Hrs.)

The origin and development of seminal ideas in American literature. Writers studied will include Edwards, Taylor, Hawthorne, Emerson, Whitman, Melville, Hemingway, Steinbeck, Frost, Moore, Lewis, and Stevens.

Prof. McAleer

ENGLISH 178—SEMINAL IDEAS IN AMERICAN LITERATURE II

(3 Sem. Hrs.)

Seminal ideas in American literature are studied in the writings of Ann Bradstreet, Winthrop, Thoreau, Dickinson, Poe, James, Margaret Fuller, Fitzgerald, Robert Lowell, Franklin, Harriet Beecher Stowe, Norris, Dreiser, and Faulkner.

Prof. McAleer

ENGLISH 179—CONTEMPORARY AMERICAN POETRY AND DRAMA

(3 Sem. Hrs.)

An exploration of image and motif in the works of T. S. Eliot, Hart Crane, Pound, O'Neill, Miller, and Tennessee Williams.

Prof. Casper

ENGLISH 180—CONTEMPORARY AMERICAN FICTION

(3 Sem. Hrs.)

The possibilities of humaneness in an age of slaughter, as discovered in the fiction of Fitzgerald, Hemingway, Faulkner, Warren, and more recent writers.

Prof. Casper

ENGLISH 181—CREATIVE WRITING: THE CRAFT OF FICTION

(3 Sem. Hrs.)

This course provides practice with the elements of short forms as techniques of discovery and dramatization and a study of their professional markets.

Prof. Casper

ENGLISH 182—CREATIVE WRITING: THE ART OF FICTION (3 Sem. Hrs.)

This course provides practice with the dimensions of intensification and extension, in the short story and in longer narrative forms.

Prof. Casper

ENGLISH 185—YEATS, JOYCE, AND ELIOT

(3 Sem. Hrs.)

The course will be concerned with a fairly close examination of the literary, rather than the critical, texts of these authors, through the latter will be consulted where such consultation seems helpful.

Prof. Shea, S.J.

ENGLISH 186—MODERN DRAMA

(3 Sem. Hrs.)

The course will consider texts representing the major schools of British and continental drama from 1880 to the present.

Prof. Shea, S.J.

ENGLISH 195—LITERARY THEORY AND CRITICISM (3 Sem. Hrs.)

An examination of major texts in the history of literary criticism, with emphasis on the literary and philosophical roots of the criticism.

Prof. Mahoney

ENGLISH 196—INTRODUCTION TO CRITICAL METHOD (3 Sem. Hrs.)

Contemporary methods of judging literature and the processes of literary creation are studied in detail, with emphasis on formalistic approaches, although a number of systems which incorporate psychological, sociological, and anthropological insights will also be studied. Selected modern poetry and prose will serve as objects of critical analysis.

Prof. Malany

ENGLISH 198—BACKGROUNDS AND READINGS IN THE INDIAN NOVEL

(3 Sem. Hrs.)

Background will include readings in sociology, history, cultural history, some selections from the Indian literary classics, and some novels by Westerners about India. Contemporary Indian novelists studied will include Mulk Raj Anand, Kamala Markandaya, Manohar Malgonkar, Premchand, Raja Rao, R. Praver Jhaboala, and R. D. Narayan.

Prof. Hartley

DEPARTMENT HONORS SEMINARS

ENGLISH 138—JOHN MILTON

(3 Sem. Hrs.)

An intensive study of Milton's later poetry, focussing on *Paradise Lost* and the problems of interpretation posed by various "schools" of Milton criticism.

Prof. Hirsh

ENGLISH 141—JONATHAN SWIFT

(3 Sem. Hrs.)

An intensive study of Swift and his works, with emphasis on methods of scholarship.

Prof. Quinlan

ENGLISH 170—HERMAN MELVILLE

(3 Sem. Hrs.)

An intensive study of the life and works of Melville.

Prof. McAleer

ENGLISH 190—ENGLISH PHILOSOPHICAL PROSE

(3 Sem. Hrs.)

A consideration of the problems of stylistic analysis, with careful consideration of some of the works of Thomas More, Francis Bacon, David Hume, and Alfred North Whitehead.

Prof. Dubamel

DEPARTMENT OF FINE ARTS

Assistant Professors: REV. DANIEL J. FOLEY, S.J., JOSEPHINE VON HENNEBERG (*Acting Chairwoman*).

Instructor: ELEANOR J. CARLO.

Artist-in-Residence: ALLISON MACOMBER.

Composer-in-Residence: C. ALEXANDER PELOQUIN.

Lecturers: JOSEPH P. McLELLAN, GEORGE PELLETIER, DANIEL SELIG, BERG ZAMKochian.

FINE ARTS 31—ART WORKSHOP I

This course will provide both an academic and creative approach to drawing and painting, with elementary and advanced theory of design. The first semester will concentrate on drawing and the theory of design, composition and organization. The second semester will be devoted to the use of various media: oil painting, water color, pastel, conte crayon, and introduction to modeling in clay. This course does not carry credit applicable to the requirements for a degree.

Two 75-minute periods per week for two semesters. Students completing this course will be allowed to apply for Art Workshop II.

Prof. Macomber

FINE ARTS 32—ART WORKSHOP II

(3 Sem. Hrs.)

Extension of Drawing and Painting I, with more advanced projects in drawing, painting, and modeling. Introduction to other media: etching, plaster and bronze casting, firing of terra cotta, and some ceramics.

One 3-hour period per week for two semesters.

Prof. Macomber

FINE ARTS 33—ART WORKSHOP III

(3 Sem. Hrs.)

Those students who have completed Art Workshop II may apply for Art Workshop III, with advanced projects involving the media in which they have specialized.

One 3-hour period per week for two semesters.

Prof. Macomber

FINE ARTS 34—ART WORKSHOP IV

(3 Sem. Hrs.)

Extension of Art Workshop III, with more advanced projects involving the media in which the students have specialized. Students are integrated with the group in Art Workshop III, and also have the opportunity to practice teach in Art Workshop I and II. Art Workshop III is prerequired (except in special cases where the prerequisites have been adequately met).

One 3-hour period per week for two semesters.

Prof. Macomber

FINE ARTS 50—THE VISUAL ARTS IN WESTERN CULTURE (3 Sem. Hrs.)

An introduction to the history of architecture, sculpture, and painting from ancient times to the present, with the purpose of encouraging an intelligent investigation of the means of artistic expression, and providing an historical perspective for an understanding of the visual arts in Western society.

Profs. von Henneberg, Carlo, Selig

FINE ARTS 60—MUSIC IN WESTERN CULTURE (3 Sem. Hrs.)

A study of the development of great music and composers in the history of Western society, against a background of the social, political, and philosophical forces responsible for this evolution, using records as examples.

Prof. Peloquin

FINE ARTS 131—MICHELANGELO (3 Sem. Hrs.)

His life, his works, his influence in painting, sculpture, and architecture.

Prof. von Henneberg

FINE ARTS 138—SPANISH ART (3 Sem. Hrs.)

The development of Spanish art from the Romanesque period to Picasso.

Prof. Carlo

FINE ARTS 140—ART IN AMERICA (3 Sem. Hrs.)

The development of the arts in the United States from the eighteenth century to the present.

Prof. von Henneberg

FINE ARTS 141—ITALIAN ART (3 Sem. Hrs.)

The development of Italian art in painting, sculpture, and architecture from the thirteenth through the fifteenth centuries.

Prof. Carlo

FINE ARTS 165—MODERN MUSIC (3 Sem. Hrs.)

A study of the development of music in this century, including the classical, popular and jazz productions, with consideration given to some of the problems of the composers and performers.

Prof. Peloquin

FINE ARTS 167—THE SONATA FORM (3 Sem. Hrs.)

A thorough analysis of the origin, development and characteristics of the sonata form in itself, and its further development into the symphonic form.

Prof. Zamkochian

FINE ARTS 168—OPERA THROUGH THE CENTURIES (3 Sem. Hrs.)

The development of the Opera, from Monteverdi to Stravinsky.

Prof. Peloquin

FINE ARTS 169—ELEMENTS OF HARMONY (3 Sem. Hrs.)

Instruction in the construction of the fundamental triad, first and second inversions, and the basic fundamentals of elementary harmony. Students will be trained in analysis of the Bach chorale style and will be expected to spend some time in original harmonization of simple melodies.

Prof. McLellan

DEPARTMENT OF GEOLOGY

Associate Professors: EMANUEL G. BOMBOLAKIS, REV. JAMES W. SKEHAN, S. J. (*Chairman*).

Assistant Professors: GEORGE D. BROWN, JR., LILLIAN MORGENSTERN.

Instructor: DAVID A. NELLIS.

Lecturers: ADEL ABU-MOUSTAFA, ROBERT E. RIECKER, THOMAS J. ROCKETT.

Graduate Assistants: BENNO BRENNINKMEYER, S.J., ANDREW LACROIX, CHARLES LEGARDE, EVERETT WASHER.

GEOLOGY 11—PHYSICAL GEOLOGY (Science Requirement)

(4 Sem. Hrs.)

This course surveys the major geologic processes operating in the cycle of mountain building, both in the Earth's interior and at the surface.

Section A—Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Brown

Section B—Two 75-minute lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Morgenstern

GEOLOGY 12—HISTORICAL GEOLOGY (Science Requirement)

(4 Sem. Hrs.)

This course encompasses a study of the age, origin, and history of the development of the Earth to its present form as recorded in its sedimentary, igneous, and metamorphic rocks, and as deduced from the fossil record.

Section A—Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Brown

Section B—Two 75-minute lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Morgenstern

GEOLOGY 13—PHYSICAL GEOLOGY (Geology Majors and Honors Students) (4 Sem. Hrs.)

An accelerated introduction to the important geologic processes believed to operate on land, in the Earth, in the seas, and on the moon. Outside readings required.

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Riecker

GEOLOGY 14—HISTORICAL GEOLOGY (Geology Majors and Honors Students) (4 Sem. Hrs.)

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Outside readings required.

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

Prof. Riecker

GEOLOGY 35-36—INTRODUCTION TO MINERALOGY (8 Sem. Hrs.)

A study of morphological crystallography and crystal chemistry; examination of common rock forming minerals and development of diagnostic techniques for field determination.

Two 75-minute lectures and two two-hour laboratory periods per week for two semesters; field trips.

Prof. Nellis

GEOLOGY 101-102—FIELD GEOLOGY (8 Sem. Hrs.)

The student will familiarize himself with instruments used in various types of geological surveying. A surface area or tunnel of metamorphic, igneous, or sedimentary rocks will be mapped.

Three lectures per week for two semesters; studies in the field will be held on Saturdays, 8:00 A.M.-3:00 P.M. Laboratories will be arranged when field work is not possible.

Prof. Morgenstern

GEOLOGY 103-104—STRUCTURAL GEOLOGY (8 Sem. Hrs.)

Survey of rock structures and introduction to the mechanics of rock deformation. Laboratory work will stress map and rock interpretation. At least five Saturdays of field work mapping rock structures.

Two 75-minute lectures and one two-hour laboratory period per week for two semesters.

Prerequisite: Physics 25-26.

Prof. Bombolakis

GEOLOGY 147—INVERTEBRATE PALEONTOLOGY (4 Sem. Hrs.)

An introduction to the study of animal and plant life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

Three lectures and one two-hour laboratory period per week for one semester; field trips.

Prof. Brown

GEOLOGY 148—MICROPALAEONTOLOGY (4 Sem. Hrs.)

An introduction to the study of the very small, but very important, taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

Three lectures and one two-hour laboratory period per week for one semester; field trips.

Prof. Brown

GEOLOGY 191-192—MARINE GEOLOGY (8 Sem. Hrs.)

The geology of the existing sea bottoms, especially the continental margins, will be examined for comparison with and interpretation of ancient marine sediments and sedimentary rocks. Organic aspects will play an important role.

Not offered in 1966-1967; will be offered in 1968-1969.

Prof. Brown

GEOLOGY 193—SEDIMENTOLOGY (4 Sem. Hrs.)

A study of the concepts of sedimentological processes involving solid and soluble materials in a fluid or gaseous medium. Qualitative and quantitative analyses of these unconsolidated and consolidated sediments will be made. Sources of materials, methods and manner of transport, and depositional conditions and environments will be discussed.

Not offered in 1966-1967; will be offered in 1968-1969.

Prof. Brown

GEOLOGY 194—STRATIGRAPHY (4 Sem. Hrs.)

The rock strata of the crust of the earth will be studied in a systematic manner to develop principles of origin and correlation of rock units from litho-stratigraphic and biostratigraphic viewpoints. Concepts of time, time-rock, and rock classifications will be applied to selected examples from the geologic past. Paleocological and paleoenvironmental interpretations of the crustal strata will be made.

Not offered in 1966-1967; will be offered in 1968-1969.

Prof. Brown

GEOLOGY 195-196—GEOTECTONICS

(8 Sem. Hrs.)

Data from regional geology, volcanology, petrology, and geophysics will be considered in an attempt to formulate a tectonic synthesis relating to the evolution and development of the ocean basins and continental masses. Special emphasis will be placed on organic activity at the continental margins, and on thermodynamic and phase equilibria aspects of problems. Construction of geologic maps by photogeology methods, by petrologic studies of tectonites in thin section, and field mapping of tectonically deformed areas will be an integral part of the course.

Not offered in 1966-1967; it is offered alternatively with Geology 199-200, and, therefore, it will be offered in 1967-1968.

Prerequisite: Geology 103.

Prof. Skehan, S.J.

GEOLOGY 197—OPTICAL CRYSTALLOGRAPHY

(4 Sem. Hrs.)

Use of the polarizing microscope to study isotropic and anisotropic concepts of indicatrix wave velocity surfaces; birefringence, interference, and polarization will be studied.

Three lectures and two two-hour laboratory periods per week for one semester.

Prerequisite: Geology 35-36.

Prof. Nellis

GEOLOGY 198—PETROGRAPHY

(4 Sem. Hrs.)

Crystal chemistry concepts bearing on petrographic interpretation of the more common minerals comprising igneous, metamorphic, and sedimentary rocks. Systematic study of rocks in thin section with emphasis on genetic criteria. Typical rock suites will be studied with the petrographic microscope. Special attention will be given to the use of the universal stage microscope.

Three lectures and two two-hour laboratory periods per week for one semester.

Prerequisite: Geology 35-36.

Prof. Nellis

GEOLOGY 199-200—VOLCANOLOGY

(8 Sem. Hrs.)

Data drawn from studies of recent volcanoes of the world and related deposits, and from geothermal research will be analyzed to formulate basic tectonic principles. Thermodynamic and phase equilibria aspects of problems will be emphasized. Relevant data from research in astrogeology will be considered. Construction of geologic maps by methods of photogeology, petrologic studies of volcanic rocks in thin section, and field mapping of eugeosynclinal sequences will be an integral part of the course.

Two 75-minute lectures and one two-hour laboratory period per week for two semesters; field trips.

Prof. Skehan, S.J.

GEOLOGY 201-202—ROCK MECHANICS

(8 Sem. Hrs.)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory, and frictional coupling of rock masses.

Three lectures and three hours of laboratory work per week for two semesters.

By arrangement.

Prof. Bombolakis

GEOLOGY 203-204—RESEARCH IN GEOLOGY

(6 Sem. Hrs.)

An advanced and promising student may participate in a specialized study of some problem or area of knowledge in the Earth Sciences, under close supervision.

THE DEPARTMENT

GEOLOGY 285-286—PRINCIPLES OF PHASE EQUILIBRIA

(6 Sem. Hrs.)

The principles of phase equilibria will be considered, with emphasis on condensed oxide and silicate systems. The genesis of igneous rocks will be considered in relation to the major rock-making mineralogical systems. The relationship of rock fabrics and courses of crystallization will also be discussed.

Not offered in 1966-1967; will be offered in 1967-1968.

Prof. Rockett

GEOLOGY 287-288—GEOCHEMISTRY

(6 Sem. Hrs.)

This course is divided into two parts, the first a survey of the chemical and physical properties of crystalline solids in the light of their atomic structure. The second is concerned with the application of chemical and thermodynamic principles to geologic processes.

Three lectures and one three-hour laboratory in X-Ray diffraction each week for one semester.

Prof. Abu-moustafa

DEPARTMENT OF HISTORY

Professor: REV. MARTIN P. HARNEY, S.J.

Associate Professors: JOHN R. BETTS, JOSEPH T. CRISCENTI, WILLIAM M. DALY, RADU R. FLORESCU, IRA A. GLAZIER, RAYMOND T. McNALLY, SAMUEL J. MILLER, THOMAS H. O'CONNOR (*Chairman*), THOMAS W. PERRY, HERMANN E. SCHUSSLER.

Assistant Professors: REV. HENRY A. CALLAHAN, S.J., JOHN R. COX,* SR. THERESE ANNA DONOVAN, S.U.S.C., REV. PAUL A. FITZGERALD, S.J., REV. JAMES GEARY, S.J., REV. JOSEPH GLAVIN, S.J., REV. THOMAS GREY, S.J., JOHN L. HEINEMAN, REV. LEONARD P. MAHONEY, S.J., LOUISE S. MOORE,** ALLEN M. WAKSTEIN, SILAS H. L. WU.

Instructor: MARIE T. CALLAHAN.

Lecturers: DONALD H. BELL, THEODORE TARANOVSKI, CAROL Z. WIENER.

*Sabbatical Leave, Fall Term, 1966.

**Sabbatical Leave, Spring Term, 1967.

Some graduate courses are open to qualified undergraduates for undergraduate credit only. For these courses, the undergraduates should consult the catalogue for the Graduate School.

HISTORY 1-2—EUROPEAN CIVILIZATION SINCE THE RENAISSANCE

(6 Sem. Hrs.)

Beginning with the birth of modern Europe in the Renaissance, the course will trace the major developments of Western Civilization. This course is generally required of all students in the College of Arts and Sciences.

THE DEPARTMENT

HISTORY 41-42—AMERICAN CIVILIZATION

(6 Sem. Hrs.)

A survey of the history of American Civilization from the period of colonization to the present.

Required of all History Majors.

THE DEPARTMENT

HISTORY 51-52—TUDOR AND STUART ENGLAND

(6 Sem. Hrs.)

Sixteenth and seventeenth century England, the British monarchy, and Parliamentary development.

Prof. Moore

HISTORY 57—CULTURAL HISTORY OF ITALY

(3 Sem. Hrs.)

The first semester of a two-semester course. The second semester will take place on site in Italy for six weeks during the summer.

Prof. Callahan, S.J.

HISTORY 75-76—MEDIEVAL EUROPEAN HISTORY (6 Sem. Hrs.)

An introduction to Medieval History for those who have had no previous college-level course dealing with the Medieval period.

Prof. Cox

HISTORY 85-86—THE NEW REPUBLIC (6 Sem. Hrs.)

A survey of the major political and institutional developments from the inauguration of the first President of the United States in 1789 to the changes brought about by the election of Andrew Jackson in 1828.

Prof. Grey, S.J.

HISTORY 91-92—ASIAN CIVILIZATION (6 Sem. Hrs.)

An introductory examination of the histories of China, Japan, Korea, and Vietnam from the evolution of this civilization down to developments in the twentieth century.

Prof. Wu

HISTORY 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (6 Sem. Hrs.)

The evolution of the English constitution from the Anglo-Saxon period to 1485.

Prerequisite: History 1-2, or its equivalent.

Prof. Daly

HISTORY (CLASSICS) 109-110—ROMAN HISTORY (6 Sem. Hrs.)

A survey of Roman History from earliest times to Constantine.

Prof. Healey, S.J.

HISTORY 117-118—MEDIEVAL CULTURE (6 Sem. Hrs.)

Thought and letters in Western Europe from St. Augustine to Dante.

Offered second semester only, 1966-1967.

Prof. Cox

HISTORY 121-122—RENAISSANCE AND REFORMATION (6 Sem. Hrs.)

The first semester is devoted to the Renaissance, interpreted primarily as an economic, political, and cultural phenomenon produced by the revival of antiquity and the Italian genius. The Reformation, given during the second semester, is concerned chiefly with the German scene and the work of Martin Luther, from an ecumenical point of view.

Prerequisite: History 1-2, or its equivalent.

Prof. Miller

HISTORY 131-132—MODERN ENGLISH HISTORY (6 Sem. Hrs.)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

Prerequisite: History 1-2, or its equivalent.

Prof. Perry

HISTORY 137—THE RISE OF NATIONALISM IN EASTERN EUROPE

(3 Sem. Hrs.)

The course will deal with the problems of the non-German nationalities of the Austro-Hungarian monarchy, and will center on their struggles for autonomy and independency against Hapsburg and Hungarian rule.

Prerequisite: History 1-2, or its equivalent.

Prof. Florescu

HISTORY 138—EASTERN EUROPE SINCE WORLD WAR II (3 Sem. Hrs.)

A study of the political experiences of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria, and Greece) from World War I to the formation of the Russian satellite system following World War II.

Prerequisite: History 1-2, or its equivalent.

Prof. Florescu

HISTORY 139—INTRODUCTION TO HISTORICAL METHOD (3 Sem. Hrs.)

A study and application of the methods used by historians to gather, assess, set forth, and document historical evidence, together with an introductory survey of historiography.

Suggested for Majors in the History Department, with the permission of the instructor.

Prof. Daly

HISTORY 143-144—MODERN EUROPEAN DIPLOMATIC HISTORY

(6 Sem. Hrs.)

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the Cold War.

Prerequisite: History 1-2, or its equivalent.

Prof. Mahoney, S.J.

HISTORY 147-148—MODERN EUROPEAN SOCIAL AND ECONOMIC
HISTORY

(6 Sem. Hrs.)

The development of the European economy and its transformation from a pre-industrial to a modern industrial society.

Prerequisite: History 1-2, or its equivalent.

Prof. Glazier

HISTORY 153-154—THE RISE OF MODERN GERMANY (6 Sem. Hrs.)

A study of the political, intellectual, and economic factors which affected Germany from national unification under Bismark through attempts at European domination under Hitler.

Prerequisite: History 1-2, or its equivalent.

Prof. Heineman

HISTORY 157-158—THE HISTORY OF MODERN RUSSIA (6 Sem. Hrs.)

The history of Russia from the formation of the first Russian state and the coming of Christianity to a study of contemporary Soviet society.

Prerequisite: History 1-2, or its equivalent.

Prof. McNally

HISTORY 159—COLONIAL AMERICA (3 Sem. Hrs.)

The political, economic, and social development of the American colonies from colonization to the mid-eighteenth century.

Prerequisite: History 41-42, or its equivalent.

Prof. Criscenti

HISTORY 160—THE AMERICAN REVOLUTION (3 Sem. Hrs.)

The causes and consequences of the American Revolution.

Prerequisite: History 41-42, or its equivalent.

Prof. Criscenti

HISTORY 161-162—AMERICAN DIPLOMATIC HISTORY (6 Sem. Hrs.)

The study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic to the Post-World War II period.

Prerequisite: History 41-42, or its equivalent.

Prof. Donovan, S.U.S.C.

HISTORY 163-164—AMERICAN INTELLECTUAL HISTORY (6 Sem. Hrs.)

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature, and art.

Prerequisite: History 41-42, or its equivalent.

Prof. Betts

HISTORY 167—POLITICS AND EXPANSION (3 Sem. Hrs.)

American political development from the Reconstruction to the Progressive Movement, with emphasis on conservatism, the origins of reform, and imperialism.

Prerequisite: History 41-42, or its equivalent.

Prof. Betts

HISTORY 168—CONTEMPORARY AMERICA (3 Sem. Hrs.)

American political development from the era of Woodrow Wilson to the election of John F. Kennedy, with stress upon the rise of liberalism, the impact of World War I, the 1920's, the Great Depression, the New Deal, World War II, and the Cold War.

Prerequisite: History 41-42, or its equivalent.

Prof. Betts

HISTORY 171—THE CIVIL WAR (3 Sem. Hrs.)

The major factors which contributed to the outbreak of the War Between the States, and the major military and diplomatic developments of that struggle.

Prerequisite: History 41-42, or its equivalent.

Prof. O'Connor

HISTORY 172—THE AGE OF RECONSTRUCTION (3 Sem. Hrs.)

The political, social, and economic issues which followed the Civil War and the impact which these factors had upon the development of history.

Prerequisite: History 41-42, or its equivalent.

Prof. O'Connor

HISTORY 175-176—THE HISTORY OF AMERICAN ECONOMIC DEVELOPMENT (6 Sem. Hrs.)

The first semester will present an historical and analytical interpretation of the roots and forces in American economic development. The second semester will deal with the mature development of American capitalism and the introduction, progress, and consequences of a mixed economy.

Prof. Wakstein

HISTORY 181—THE COLONIAL PERIOD IN LATIN AMERICA (3 Sem. Hrs.)

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

Prof. Criscenti

HISTORY 182—ARGENTINA, BRAZIL, AND CHILE (3 Sem. Hrs.)

The emergence of Argentina, Brazil, and Chile as great powers in South America.

Prof. Criscenti

HISTORY 191-192—HISTORY OF MODERN CHINA (6 Sem. Hrs.)

The first semester will deal with the later imperial age: China's internal development and foreign impact from 1600 to 1911. The second semester will trace political, social, and intellectual developments from 1911 to 1949.

Prof. Wu

HISTORY 196—AMERICAN CHRISTIANITY (3 Sem. Hrs.)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

Prof. Willis, S.J.

HISTORY 197-198—THE HISTORY OF RELIGIONS (6 Sem. Hrs.)

After an introduction from the fields of history, sociology, and psychology, the lectures of the first semester deal with the Algonquins, Greece and Rome, the Ancient Hebrews, and Judaism. The lectures of the second semester deal with India and China, Islam, American Protestantism, and the philosophy of religion.

*Profs. Betts, Devenney, Donovan,
Healey, Moriarty, Moynihan*

HISTORY 199—SENIOR SEMINAR (3 Sem. Hrs.)

Research and student reports on selected topics; completion of Honors Thesis.

Open only to specially qualified students, with the permission of the Department.

DEPARTMENT OF MATHEMATICS

Professors: LOUIS O. KATTSOFF,* RENE J. MARCOU, JOSEPH A. SULLIVAN (*Associate Chairman*).

Associate Professors: REV. STANLEY J. BEZUSZKA, S.J. (*Chairman*), GERALD G. BILODEAU,** SAMUEL S. HOLLAND, JR., ROSE RING.

Assistant Professors: PAUL T. BANKS, REV. JOHN F. CAULFIELD, S.J., AUGUSTUS J. FABENS, REV. WALTER J. FEENEY, S.J., ANTHONY C. HUGHES, JOSEPH F. KREBS, ARCHILLE LAFERRIERE, ROBERT J. LEBLANC, ABUL M. SAYIED, JOHN P. SHANAHAN, PAUL R. THIE, MAURICE K. WALSH.

Instructors: LI-CHING CHERN, NABIL A. KHABBAZ.

Lecturers: JACQUELINE L. CRISCENTI, MARGARET J. KENNEY.

Teaching Fellows: DANIEL ADAMS, RICHARD ANASTASIO, WALTER COLLINS, COURTLAND HARLOW, JR., WILLIAM JARDUS, ANN KENNY, PIERRE KFOURY, RONALD MORASH, JAMES RONAN, BARBARA SCANLON, ROSE VIRGILIO, ANN-MARIE WISE.

Graduate Assistants: EILEEN HUGHES, SUNG-JAE LEE, STEVEN OLSON.

*On leave of absence, Spring Term, 1967.

**On leave of absence, Fall Term, 1966.

MATHEMATICS 1—ANALYTIC GEOMETRY AND CALCULUS I (3 Sem. Hrs.)

This course is for students in the humanities and the social sciences. Beginning with the elements of analytic geometry, including a discussion of lines, circles, and parabolas, it then proceeds to a consideration of standard topics in calculus: limit, continuity, derivative, and integral. The treatment of derivative includes differentiation of algebraic and transcendental functions along with applications.

THE DEPARTMENT

MATHEMATICS 2—ANALYTIC GEOMETRY AND CALCULUS II (3 Sem. Hrs.)

This is a continuation of Mathematics I which contains such additional topics in Analytic Geometry as a more thorough treatment of conics, parametric equations, and polar coordinates. The study of the integral is continued by discussion of methods of integration along with applications.

THE DEPARTMENT

MATHEMATICS 1 H—INTRODUCTION TO MODERN ANALYSIS I

(3 Sem. Hrs.)

This course is for students in the Honors Program whose preparation in mathematics includes trigonometry. Topics covered include symbolic logic, sets, partitions, vectors, and matrices.

THE DEPARTMENT

MATHEMATICS 2 H—INTRODUCTION TO MODERN ANALYSIS II

(3 Sem. Hrs.)

A continuation of Mathematics 1 H which comprises a study of differential and integral calculus.

THE DEPARTMENT

MATHEMATICS 5—CALCULUS I

(4 Sem. Hrs.)

This course is for students majoring in Biology, Chemistry, Geology, and Physics. Topics covered include inequalities, functions, limits and continuity, differentiation and applications, the definite integral and some elementary applications.

THE DEPARTMENT

MATHEMATICS 6—CALCULUS II

(4 Sem. Hrs.)

A continuation of Mathematics 5 which covers the following topics: analytic geometry of conic sections, the trigonometric exponential, and logarithmic functions, parametric equations, polar coordinates, techniques of integration, and applications of integration.

THE DEPARTMENT

MATHEMATICS 7—CALCULUS I

(4 Sem. Hrs.)

This course is for students majoring in Mathematics. Topics covered include a treatment of the algebraic properties of the real number system, vectors, functions, analytic geometry of the line and the conic sections, limits and derivatives.

THE DEPARTMENT

MATHEMATICS 8—CALCULUS II

(4 Sem. Hrs.)

This is a continuation of Mathematics 7 which covers the following topics: the analytic properties of the real number system, integration, and applications of the derivative and integra.

THE DEPARTMENT

MATHEMATICS 17—CALCULUS I

(4 Sem. Hrs.)

Enrollment in this course is limited to students who have demonstrated an unusually high aptitude and achievement in mathematics. Topics covered include the algebraic properties of the real number system, vectors, a brief treatment of analytic geometry, limits and derivatives.

Prof. Thie

MATHEMATICS 18—CALCULUS II

(4 Sem. Hrs.)

A continuation of Mathematics 15. Topics covered include the analytic properties of the real number system, integration, elementary functions and applications of the differential and integral calculus.

Prof. Thie

MATHEMATICS 23—INTERMEDIATE CALCULUS I (3 Sem. Hrs.)

This course is a continuation of Mathematics 6. Topics include vectors and analytic geometry of three dimensions, partial differentiation, Taylor's Theorem, multiple integrals with applications.

Prof. Fabens

MATHEMATICS 24—INTERMEDIATE CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 23 which covers the following topics: introductory differential equations, infinite series, including power series and Taylor's series, line integrals.

Prof. Fabens

MATHEMATICS 25—INTERMEDIATE CALCULUS I (3 Sem. Hrs.)

This is a continuation of Mathematics 8. Topics covered include vector algebra and analytic geometry of three-dimensional space and the differential calculus of vector-valued functions of a vector.

Prof. Sayied

MATHEMATICS 26—INTERMEDIATE CALCULUS II (3 Sem. Hrs.)

This is a continuation of Mathematics 25. Topics covered include multiple integrals and an introduction to differential equations.

Prof. Sayied

MATHEMATICS 27—INTERMEDIATE CALCULUS I (3 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in Mathematics 16 has been of honors quality. Topics covered include vector algebra and analytic geometry, the differential calculus of vector-valued functions of a vector, including some elementary differential geometry of curves and surfaces.

Prerequisite: Mathematics 16.

Prof. Sullivan

MATHEMATICS 28—INTERMEDIATE CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 27. Topics covered include multiple integrals, sequences and series, and an introduction to differential equations.

Prof. Sullivan

MATHEMATICS 31—CALCULUS I (3 Sem. Hrs.)

Topics covered include functions, limits, continuity, differentiation, and applications of the derivative.

Prerequisite: Mathematics 2 or 4.

Prof. Collins

MATHEMATICS 32—CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 31. Topics covered include integration, methods of integration, applications of the definite integral, partial differentiation, multiple integration, and infinite series.

Prof. Collins

MATHEMATICS 33—MODERN ALGEBRA I (3 Sem. Hrs.)

This course consists of an introduction to algebraic structures: groups, rings, and fields. Topics include elementary number theory, homomorphism theorems, quotient structures, and polynomial rings.

Profs. Caulfield, S.J., and Chern

MATHEMATICS 34—MODERN ALGEBRA II (3 Sem. Hrs.)

This is a continuation of Mathematics 33 and is a course in linear algebra. Topics include vector spaces, linear transformations, matrices, and determinants.

Profs. Caulfield, S.J., and Chern

MATHEMATICS 37—LINEAR ALGEBRA (3 Sem. Hrs.)

This course is designed for students in the social and management sciences. Topics covered include matrices, determinants, and vector spaces.

Prof. Banks

MATHEMATICS 38—CALCULUS (3 Sem. Hrs.)

This course is designed for students in the social and management sciences. Topics covered include the derivative with applications to maxima and minima problems, integrals, and graphing of functions.

Prof. Banks

MATHEMATICS 133—INTRODUCTION TO ABSTRACT ALGEBRA I (3 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in mathematics has been of honors quality. The content of the course is similar to that of Mathematics 33.

Prof. Hughes

MATHEMATICS 134—INTRODUCTION TO ABSTRACT ALGEBRA II (3 Sem. Hrs.)

A continuation of Mathematics 133. The content of this course is similar to that of Mathematics 34.

Prof. Hughes

MATHEMATICS 135—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course is for physics and chemistry majors. Topics covered include infinite series, functions of several variables, algebra and geometry of vectors, and matrices.

Prerequisite: Mathematics 24.

Profs. Krebs and Marcou

MATHEMATICS 136—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 135. Topics covered include vector field theory, partial differential equations, complex variables, probability, and numerical analysis.

Profs. Krebs and Marcou

MATHEMATICS 137—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course consists of a systematic treatment of the differential and integral calculus of functions of several variables.

Prerequisite: Mathematics 26, 28, or 32. Prof. Sullivan

MATHEMATICS 138—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 137. Topics covered include curves and surfaces, line and surface integrals, infinite series, and improper integrals.

Prof. Sullivan

MATHEMATICS 141—VECTOR ANALYSIS (3 Sem. Hrs.)

Topics covered include the algebra and calculus of vectors, symbolic operators, and integral theorems.

Prerequisite: Mathematics 136 or 138. Prof. Marcou

MATHEMATICS 142—PARTIAL DIFFERENTIAL EQUATIONS OF PHYSICS (3 Sem. Hrs.)

Topics covered include the equations of Poisson and Laplace, the wave equation, generalized (curvilinear) coordinate transformations, Fourier series, and orthogonal functions.

Prerequisite: Mathematics 136 or 138. Prof. Marcou

MATHEMATICS 145—ACTUARIAL MATHEMATICS I (3 Sem. Hrs.)

This course covers those topics in algebra which are of special interest to those preparing for careers as actuaries. Topics covered include theory of numbers, elementary sequences and series, inequalities, elementary theory of equations, and elementary theory of probability.

Prof. Banks

MATHEMATICS 146—ACTUARIAL MATHEMATICS II (3 Sem. Hrs.)

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary difference equations.

Prerequisite: Mathematics 26 or 32.

Prof. Banks

MATHEMATICS 147—INTRODUCTION TO COMPUTER PROGRAMMING I (3 Sem. Hrs.)

Introduction to the IBM 1620 Data Processing System with punched card input/output. Programming languages discussed: 1620 Language, the Symbolic Programming system, and Basic Fortran with modifications. Emphasis on Fortran. Laboratory work in the preparation and testing of programs.

Three periods with laboratory per week.

Prof. Farrey

MATHEMATICS 149—MATHEMATICAL STATISTICS I (3 Sem. Hrs.)

The basic notions of probability are presented, using the algebra of sets. Topics covered include probability, density, and distribution functions of discrete, continuous, and combined random variables; random sampling; binomial, Poisson, and multinomial distributions; and measures of central tendency and variability.

Prerequisite: Mathematics 26 or 32.

Prof. Laferriere

MATHEMATICS 150—MATHEMATICAL STATISTICS II (3 Sem. Hrs.)

A continuation of Mathematics 149. Topics covered include Chebyshev's inequality; Bernoulli's theorem, central limit theorem, DeMoivre's theorem; estimation of parameters and maximum likelihood estimates; correlation and regression; the normal, chi-square, Student's *t* and *F* distributions, with applications in obtaining confidence intervals and testing hypotheses.

Prof. Laferriere

MATHEMATICS 151—PROBABILITY (3 Sem. Hrs.)

This is a course in basic probability theory. Topics covered include independence and dependence; normal, Poisson, and related probability laws; random variables.

Prof. Fabens

MATHEMATICS 154—TOPICS IN ALGEBRA (3 Sem. Hrs.)

This course is designed to provide a fairly deep penetration of some area of algebra.

Prerequisite: Mathematics 134.

Not offered in 1966-1967.

MATHEMATICS 163—METHODS OF NUMERICAL ANALYSIS I (3 Sem. Hrs.)

Topics covered include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration.

Prerequisite: Mathematics 136 or 138.

Prof. Ring

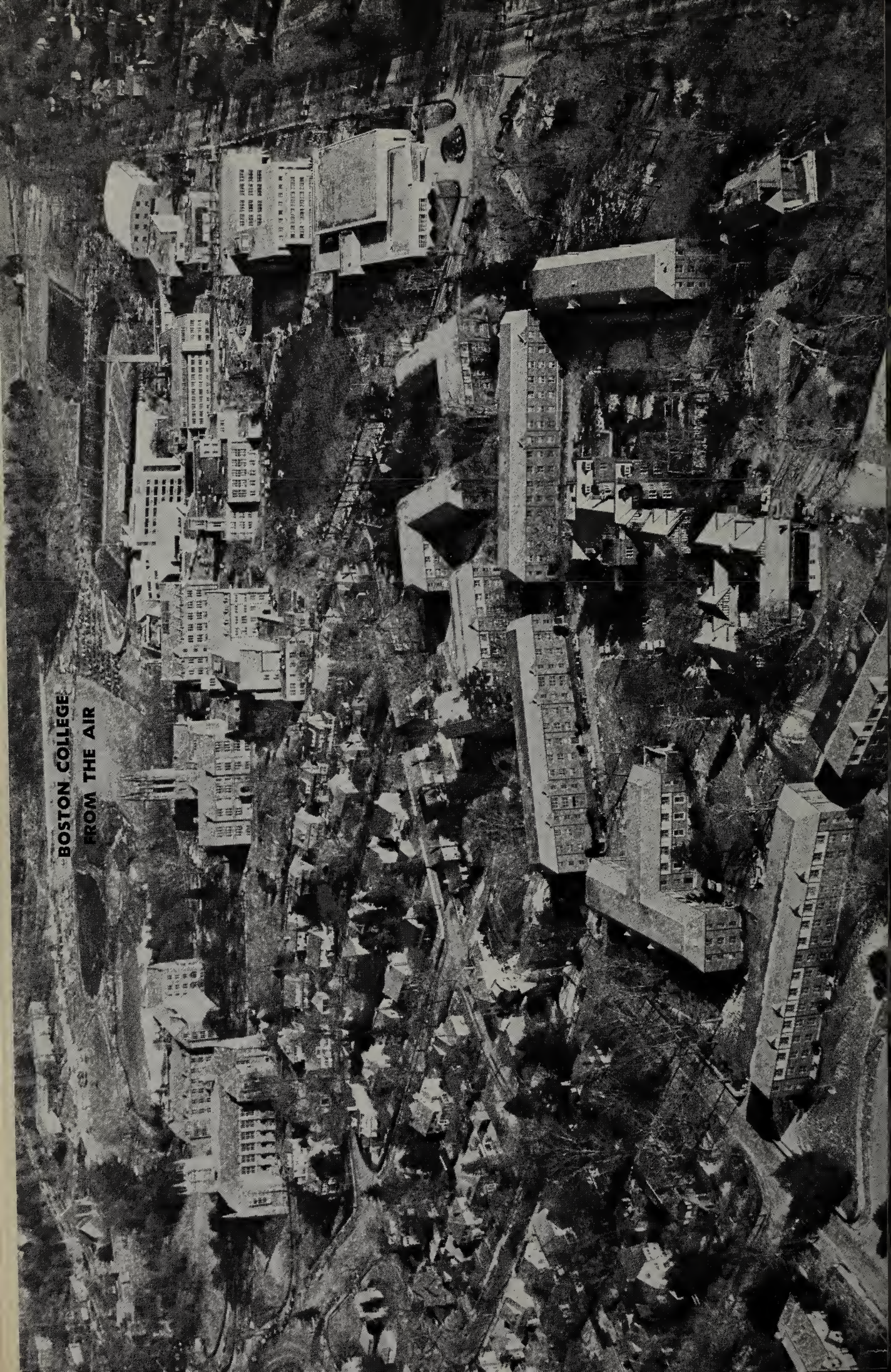
MATHEMATICS 164—METHODS OF NUMERICAL ANALYSIS II (3 Sem. Hrs.)

This course is a continuation of Mathematics 163. Topics covered include the numerical solution of ordinary differential equations, functions of several variables and approximations.

Prof. Ring



**BOSTON COLLEGE
FROM THE AIR**



MATHEMATICS 166—PROJECTIVE GEOMETRY (3 Sem. Hrs.)

Topics covered include the principle of duality, Desargue's theorem with applications, cross ratios, and conics and their polar equations.

Prof. Feeney, S.J.

MATHEMATICS 167—TOPOLOGY (3 Sem. Hrs.)

This is a course in point-set topology. Topics covered include elementary set theory, metric spaces, topological spaces, connectedness, and compactness.

Prof. Khabbaz

MATHEMATICS 168—TOPOLOGY II (3 Sem. Hrs.)

This is a course in algebraic topology. Included in the course is an introduction to homology and cohomology theories, discussion of duality theorems, applications to Euclidean spaces, and consideration of the fundamental group.

Prof. Khabbaz

MATHEMATICS 172—SYMBOLIC LOGIC (3 Sem. Hrs.)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

To be announced

MATHEMATICS 187—SEMINAR I (3 Sem. Hrs.)

Enrollment in this course is restricted to students in the Honors Program of the Mathematics Department. Topics considered vary from year to year. In 1966-1967, the topic of diophantine approximation.

Prof. Holland

MATHEMATICS 188—SEMINAR II (3 Sem. Hrs.)

This is a continuation of Mathematics 187.

Prof. Holland

MATHEMATICS 191—READING I

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Department. The student will work independently in some advanced or special area of mathematics, under the guidance of a faculty member. Course credits vary according to the amount and character of the work undertaken.

THE DEPARTMENT

MATHEMATICS 192—READING II

This course is a continuation of Mathematics 191.

THE DEPARTMENT

***MATHEMATICS 225-226—TOPOLOGY I, II** (6 Sem. Hrs.)

Basic concepts of point set topology, including separation axioms, connectedness, compactness, continuous mappings, function spaces, metric spaces and completeness, introduction to algebraic topology.

Prof. Thie

***MATHEMATICS 231-232—ANALYSIS** (6 Sem. Hrs.)

Topics covered include the real number system, Lebesgue measure and integral, basic topological concepts, metric spaces, and Banach spaces.

Prof. Shanahan

***MATHEMATICS 235-236—FUNCTIONS OF A COMPLEX VARIABLE** (6 Sem. Hrs.)

Topics covered include differentiation and integration of a function of a complex variable, series expansions, residue theory, entire and meromorphic functions, Riemann surfaces and conformal mapping.

Prof. Thie

*Courses open to qualified students with the approval of the Department. Certain other courses listed in the catalogue of the Graduate School of Arts and Sciences may be taken as advanced electives with Departmental approval.

DEPARTMENT OF MILITARY SCIENCE

Chairman: COLONEL JOHN L. MURPHY, U.S.A.

Assistant Professors: MAJOR AMONA K. HO, U.S.A., CAPTAIN KENNETH H. MONTGOMERY, U.S.A., CAPTAIN FLOYD J. SCHAFER, U.S.A.

An Army Reserve Officers Training Corps Unit is maintained at Boston College. Military Science is normally a four-year elective course. The object of the course of instruction in Military Science is to produce junior officers who, by their education, training, and inherent qualities, are qualified for continued development as officers of the United States Army. Commissions in the Regular Army are offered to Distinguished Military Graduates. Training in leadership is emphasized. Physically qualified male students between the ages of fourteen and twenty-three, who are citizens of the United States, and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of the freshman year. Advanced Course students receive the monetary allowance prescribed by law.

Applicants who successfully complete the Basic Course will be enrolled in the Advanced Course, within quota limitations set by the Department of the Army. Sophomores may enroll in the two-year Advanced ROTC Program by successfully completing a six-week summer training camp prior to their junior year in lieu of the Basic Course.

MILITARY SCIENCE I—BASIC COURSE

(2 Sem. Hrs.)

Freshmen attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in the training of the soldier; the exercise of command; the organization of the army; the United States Army and national security; individual weapons and marksmanship.

Captain Schaffer

MILITARY SCIENCE II—BASIC COURSE

* (4 Sem. Hrs.)

Sophomores attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photograph reading; introduction to operations and basic tactics; and American military history.

Major Ho

MILITARY SCIENCE II—ADVANCED COURSE

**(5 Sem. Hrs.)

Classroom instruction is devoted to leadership, military teaching principles, small unit tactics, communications, and familiarization with the organization, function, and mission of the branches of the Army. Actual exercise of command by students is emphasized during drill periods. Attendance at a six-weeks summer camp is required. Classroom instruction consists of two hours per week during one semester and three hours per week during the other semester. One hour of drill per week is required of all cadets.

Captain Schafer

MILITARY SCIENCE IV—ADVANCED COURSE

**(5 Sem. Hrs.)

As Cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in world affairs, logistics, operations, military administration, personnel management, leadership, and officer indoctrination. Students are selected for branch assignment in the Senior year. Classroom hours are two and three hours in alternate semesters, as in Military Science III, plus one hour of drill each week.

Major Ho

All Military Science classes, including drill periods, are scheduled during the normal academic day.

*Not applicable to the credits required for a degree.

**Semester hours credit toward the degree varies according to the student's major field of study and the requirements of undergraduate schools and colleges within the University.

DEPARTMENT OF MODERN LANGUAGES

Professors: HEINZ BLUHM (*Visiting*), REV. JOSEPH D. GAUTHIER, S.J., VINCENT A. McCROSSEN, ERNEST SICILIANO, JOSEPH SZOVERFFY, GEORGES ZAYED (*Visiting*).

Associate Professors: NORMAND R. CARTIER (*Chairman*), GUILLERMO L. GUITARTE, LAWRENCE G. JONES.

Assistant Professors: NORMAN ARAUJO, ROBERT J. CAHILL, JOHN C. CONWAY, JOSEPH FIGURITO, VERA G. LEE, WOLFGANG NEHRING (*Visiting*), ROBERT L. SHEEHAN, BARCLAY TITTMANN, REBECCA M. VALETTE, MILDRED E. VIEIRA, LILY CHEN WANG.

Instructors: ERNA BABER, ROBERT C. BOWEN, JAMES F. FLAGG, JOHN GARRITY, GISELA KRATZ, DAVID J. PARENT, J. DAVID SUAREZ, VIVIANE TACONET, LILIE WILLENS.

Lecturers: ANTONIO CARRARA, JACQUELINE ENOS, ANTHONY FORD, ILZE VEIDE KRISCIOKAITIS, JANET LEUCI, SYLVIA E. LIPP, ALEXANDER B. MOISSY-MOISEEV, ARSHALOUS SIMONIAN, VERA TARANOVSKI.

Teaching Fellows: ARLENE C. DACKO, ROBERT J. DEMEULE, CAROL A. DOLIBER, ROBERT W. FELKEL, EVELYNE B. OTTMAN, NORMA T. SWENSON, MARA VEINBERGS, RUEDIGER OLAF WUNDERLICH.

Graduate Assistants: CYNTHIA A. HEINONEN, RICHARD R. SANTERRE, MICHAEL A. SICILIANO.

CHINESE

CHINESE 31-32—INTRODUCTION TO CHINESE (6 Sem. Hrs.)

Introduction to modern Mandarin. Active command of the language will be stressed. Exercises in pronunciation, grammar, conversation, reading and writing will be supplemented by laboratory drill.

Prof. Wang

CHINESE 41-42—INTERMEDIATE CHINESE (6 Sem. Hrs.)

The purpose of this course is to develop the student's vocabulary, through reading of modern texts, composition and conversation.

Prerequisite: Introduction to Chinese, or its equivalent.

Prof. Wang

CHINESE 61-62—ADVANCED CHINESE (6 Sem. Hrs.)

Further reading of modern texts. Composition and conversation will be stressed.

Prerequisite: Intermediate Chinese, or its equivalent.

Prof. Wang

FRENCH

FRENCH 1-2—ELEMENTARY FRENCH (6 Sem. Hrs.)

An introduction to the study of the language. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Prof. Flagg and others

FRENCH 11-12—INTERMEDIATE FRENCH (6 Sem. Hrs.)

The prime object of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of French will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

Prerequisite: Elementary French, or its equivalent.

Prof. Flagg and others

FRENCH 31-32—INTRODUCTION TO FRENCH (6 Sem. Hrs.)

An intensive course for Department majors, or other qualified students, with a background of language study, who wish to take French as an additional foreign language. Fundamental elements of French will be assimilated rapidly. The course includes reading and discussion of selected texts.

Prerequisite: A working knowledge of another foreign language.

Prof. Enos

FRENCH 41-42—CONVERSATIONAL FRENCH (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events, and everyday topics. Materials will be selected primarily from contemporary source books and French periodicals.

Prerequisite: Introduction to French, or its equivalent.

Prof. Enos

FRENCH 61-62—FRENCH COMPOSITION AND CONVERSATION (6 Sem. Hrs.)

This course is designed to promote a functional grasp of the structure of French, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into French, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate French, or its equivalent.

Prof. Flagg and others

FRENCH 71-72—FRENCH MASTERPIECES (6 Sem. Hrs.)

Extensive reading in great works of modern French prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational French, or its equivalent.

Prof. Taconet and others

FRENCH 101-102—SURVEY OF FRENCH LITERATURE (6 Sem. Hrs.)

An introduction to the study of French literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: French 61 (with an honor grade), French 71, or the equivalent.

Conducted in French.

Prof. Taconet and others

FRENCH 105-106—HISTORY OF THE FRENCH LANGUAGE (6 Sem. Hrs.)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistics and literary problems. The course is given in conjunction with French 205-206, and is open to qualified upper-classmen.

Conducted in French.

Prof. Tittmann

FRENCH 115-116—FRENCH LITERATURE OF THE MIDDLE AGES

(6 Sem. Hrs.)

The origin and growth of literary genres in France, from the tenth through the fifteenth century. Analysis of epic legends, novels of chivalry, Mediaeval drama, and lyric poetry from the songs of the troubadours to the *Testament* of François Villon.

Conducted in French.

Prof. Cartier

FRENCH 121-122—THE RENAISSANCE IN FRANCE

(6 Sem. Hrs.)

A study of the historical, philosophical, and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pleiade, Agrippa d'Aubigne, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Conducted in French.

Prof. Cartier

Not offered in 1966-1967.

FRENCH 131-132—SEVENTEENTH CENTURY LITERATURE (6 Sem. Hrs.)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyere, and plays of Corneille, Racine, and Moliere will be given particular attention.

Conducted in French.

Prof. Taconet

FRENCH 141-142—FRENCH LITERATURE OF THE EIGHTEENTH CENTURY
(6 Sem. Hrs.)

The course will focus upon outstanding works which reflect the moral and aesthetic climate of eighteenth century France. Selections will be read from Montesquieu, Voltaire, Diderot, Beaumarchais, Prevost, Rousseau, and others.

Conducted in French.

Prof. Lee

FRENCH 153-154—ROMANTICISM AND REALISM IN FRENCH LITERATURE
(6 Sem. Hrs.)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Conducted in French.

Prof. Araujo

FRENCH 155-156—THE SYMBOLIST MOVEMENT IN FRENCH LITERATURE
(6 Sem. Hrs.)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarme, Regnier, Laforgue, et al, will be analyzed.

Conducted in French.

Prof. Zayed

FRENCH 163-164—FRENCH LITERATURE IN THE TWENTIETH CENTURY
(6 Sem. Hrs.)

An analysis of literary trends in France, from World War I to the present. Novels, plays, and essays of significant writers will be read as reflections of the human condition, and of the problems of man in our times.

Conducted in English.

Prof. Gauthier, S.J.

FRENCH 175-176—CULTURAL BACKGROUND OF FRENCH LITERATURE
(6 Sem. Hrs.)

The cultural and artistic achievements of the French nation, from the Middle Ages to the present day, and their relation to the major trends and developments in French literature. Given in conjunction with French 275-276.

Conducted in French.

Not offered in 1965-1966.

FRENCH 181—ADVANCED COMPOSITION

(3 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. This is a required course for French majors, open also to other qualified students who wish to perfect their active command of the language.

*Conducted in French.**Prof. Willens and others*

FRENCH 182—FRENCH STYLISTICS

(3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. This is a required course for French majors, open also to other qualified students who wish to improve their style. Given in conjunction with French 282.

*Conducted in French.**Prof. Willens and others*

FRENCH 192—PHONETICS

(3 Sem. Hrs.)

This course is designed for the benefit of advanced students of French who still experience difficulty with problems of pronunciation and intonation. Individual supervision and exercises will be supplemented with laboratory work. The course is particularly recommended to future teachers of French.

*Conducted in French.**Prof. Valette*

GERMAN

GERMAN 1-2—ELEMENTARY GERMAN

(6 Sem. Hrs.)

An introduction to the study of the language. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Prof. Baber and others

GERMAN 11-12—INTERMEDIATE GERMAN

(6 Sem. Hrs.)

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of German will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

*Prerequisite: Elementary German, or its equivalent.**Prof. Kratz and others*

GERMAN 31-32—INTRODUCTION TO GERMAN (6 Sem. Hrs.)

An intensive course for Department majors or other qualified students with a background of language study, who wish to take German as an additional foreign language. Fundamental elements of German will be assimilated rapidly. The course includes reading and discussion of selected texts.

Prerequisite: A working knowledge of another foreign language.

Prof. McCrossen

GERMAN 41-42—CONVERSATIONAL GERMAN (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events, and everyday topics. Materials will be selected primarily from contemporary source books and German periodicals.

Prerequisite: Introduction to German, or its equivalent.

Prof. McCrossen

GERMAN 51-52—SCIENCE GERMAN (6 Sem. Hrs.)

Extensive reading in basic science texts of progressive difficulty. Materials will be selected from general source books edited for American students, specialized texts for German students, and contemporary science journals.

Prerequisite: Intermediate German, or its equivalent.

Prof. Guttman

GERMAN 61-62—GERMAN COMPOSITION AND CONVERSATION (6 Sem. Hrs.)

This course is designed to promote a functional grasp of the structure of German, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into German, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate German, or its equivalent.

Prof. Guttman

GERMAN 71-72—GERMAN MASTERPIECES (6 Sem. Hrs.)

Extensive reading in great works of modern German prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational German, or its equivalent.

Prof. Kratz and others

GERMAN 101-102—SURVEY OF GERMAN LITERATURE (6 Sem. Hrs.)

An introduction to the study of German literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for German majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: German 61 (with an honor grade), German 71, or the equivalent.

Conducted in German.

Prof. Cabill

GERMAN 105-106—HISTORY OF THE GERMAN LANGUAGE (6 Sem. Hrs.)

Major stages of its development (the Germanic Period, Old High German, Middle High German, Early New High German, and New High German). The influence of courtly culture, Humanism, the Reformation, baroque society, Pietism, Enlightenment, Classicism, and the Romantic School on German language and style. Literary and linguistic problems.

Conducted in German.

Given in conjunction with German 205-206

Not offered in 1966-1967.

Prof. Szövérfy

GERMAN 125—HUMANISM AND REFORMATION (3 Sem. Hrs.)

Humanism and Reformation in German literature. Totentanz and Ackermann aus Bohem. German humanists and moralists at the turn of the fifteenth century. Sebastian Brant and the German satire. Joham Geiler von Kaisersberg. Luther and his Catholic adversaries. Drama and propaganda literature in the service of the Reformation. Hans Sachs. Popular literature (novels and best sellers: Volksbuch), Eulenspiegel, Fortunatus, Dr. Johann Faust. Fischart.

Conducted in German.

Prof. Szövérfy

GERMAN 130—GERMAN BAROQUE LITERATURE (3 Sem. Hrs.)

Poetry and prose between the beginning of the seventeenth and the middle of the eighteenth centuries. Opitz' Deutsche Poeterey, the influence of seventeenth century literary societies, Protestant and Catholic mystics in Silesia (J. Bohme, Angelus Silesius, and others), popular preaching in Vienna, Grimmelshausen and the picaresque novel in Germany, transition to Rococo poetry.

Prof. Szövérfy

GERMAN 131-132—THE AGE OF GOETHE (6 Sem. Hrs.)

Prof. Nehring

GERMAN 151-152—GERMAN ROMANTICISM (6 Sem. Hrs.)

Tieck, Wachenroder, A.W. and Fr. Schlegel, Novalis. Romantic drama and Novelle. Heidelberger Romanticists. Brentano, Arnim, Gorres, the Grimm Brothers, Fouque, Chamisso, Eichendorf. Romanticism and philosophy. A.T. Hoffman; transition to Jung Deutschland.

Conducted in German.

Prof. Nehring

GERMAN 165-166—GERMAN LITERATURE OF THE TWENTIETH CENTURY
(6 Sem. Hrs.)

A critical study of the literature of the twentieth century up to the present time. In addition to a close evaluation of such outstanding literary figures as Kafka, Bergengruen, Durrenmatt and others, the course will include the works of contemporary writers such as Andres, Gaiser, and Piontek.

Conducted in German.

Prof. Cabill

GERMAN 181—ADVANCED COMPOSITION (3 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of German syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. This is a required course for German majors, open also to other qualified students who wish to perfect their active command of the language.

Conducted in German.

Given in conjunction with German 281.

Prof. Baber

GERMAN 182—GERMAN STYLISTICS (3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of German a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. This is a required course for German majors, open also to other qualified students who wish to improve their style.

Conducted in German.

Given in conjunction with German 282.

Prof. Baber

ITALIAN

ITALIAN 1-2—ELEMENTARY ITALIAN (6 Sem. Hrs.)

An introduction to the study of the language. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Prof. Carrara

ITALIAN 11-12—INTERMEDIATE ITALIAN (6 Sem. Hrs.)

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of Italian will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

Prerequisite: Elementary Italian, or its equivalent.

Prof. Carrara

ITALIAN 31-32—INTRODUCTION TO ITALIAN (6 Sem. Hrs.)

An intensive course for Department majors, or other qualified students with a background of language study, who wish to take Italian as an additional foreign language. Fundamental elements of Italian will be assimilated rapidly. The course includes reading and discussion of selected texts.

Prerequisite: A working knowledge of another foreign language.

Prof. Leuci

ITALIAN 41-42—CONVERSATIONAL ITALIAN (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events, and everyday topics. Materials will be selected primarily from contemporary source books and Italian periodicals.

Prerequisite: Introduction to Italian, or its equivalent.

Prof. Leuci

ITALIAN 61-62—ITALIAN COMPOSITION AND CONVERSATION

(6 Sem. Hrs.)

This course is designed to promote a functional grasp of the structure of Italian, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into Italian, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate Italian, or its equivalent.

Not offered in 1966-1967.

Prof. Leuci

ITALIAN 71-72—ITALIAN MASTERPIECES (6 Sem. Hrs.)

Extensive reading in great works of modern Italian prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational Italian, or its equivalent.

Prof. Leuci

ITALIAN 101-102—SURVEY OF ITALIAN LITERATURE (6 Sem. Hrs.)

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th Century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: Italian 61 (with an honor grade), Italian 71, or the equivalent.

Conducted in Italian.

Prof. Figurito

ITALIAN 115—DANTE: MINOR WORKS AND INFERNO (3 Sem. Hrs.)

The minor works of the great poet will be read and analyzed in the light of the political, religious, and literary meanings. The Course will be centered in the *Vita Nuova*, as a prelude to *Divina Commedia*, and the *Inferno*.

Given in conjunction with Italian 215.

Conducted in Italian.

Prof. Figurito

ITALIAN 116—DANTE: *Purgatorio* AND *Paradiso* (3 Sem. Hrs.)

A continuation of the preceding course, with stress on the remainder of the *Divina Commedia: Purgatorio* and *Paradiso*.

Given in conjunction with Italian 216.

Conducted in Italian.

Prof. Figurito

ITALIAN 121-122—THE RENAISSANCE IN ITALY (6 Sem. Hrs.)

A study of the principles and spirit of Humanism, leading to an analysis of the Renaissance, through selected readings from the works of Ariosto, Tasso, Machiavelli, Cellini, and other representative authors.

Not offered in 1966-1967.

ITALIAN 181—ADVANCED COMPOSITION (3 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of Italian syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. This is a required course for Italian majors, open also to other qualified students who wish to perfect their active command of the language.

Conducted in Italian.

Given in conjunction with Italian 281.

Prof. Leuci

ITALIAN 182—ITALIAN STYLISTICS (3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of Italian a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. This is a required course for Italian majors, open also to other qualified students who wish to improve their style.

Conducted in Italian.

Given in conjunction with Italian 282.

Prof. Leuci

PORTUGUESE

PORTUGUESE 31-32—INTRODUCTION TO PORTUGUESE (6 Sem. Hrs.)

An intensive course for Department majors, or other qualified students with a background of language study, who wish to take Portuguese as an additional foreign language. Fundamental elements of Portuguese will be assimilated rapidly. The course includes reading and discussion of selected texts. Particularly recommended to the attention of Spanish majors and students interested in Latin-American culture.

Prerequisite: A working knowledge of another foreign language.

Prof. Araujo

PORTUGUESE 41-42—CONVERSATIONAL PORTUGUESE (6 Sem. Hrs.)

An intensive grammar review and oral reports based on literary and non-literary readings will be the main features of the course.

Conducted in Portuguese.

Prof. Vieira

SLAVIC STUDIES

SLAVIC 1-2—ELEMENTARY RUSSIAN (8 Sem. Hrs.)

This is a course for beginners which stresses intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

Profs. Bowen, Garrity, Simeonian

SLAVIC 5-6—ELEMENTARY SERBO-CROATIAN (6 Sem. Hrs.)

The phonology and grammar of the Serbo-Croatian literary language. Elementary readings.

Prof. V. Taranovski

SLAVIC 7-8—INTERMEDIATE SERBO-CROATIAN (6 Sem. Hrs.)

Readings in Serbo-Croatian folk and literary texts.

Prerequisite: Slavic 5-6, or its equivalent.

Prof. V. Taranovski

SLAVIC 11-12—INTERMEDIATE RUSSIAN (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

Profs. Bowen, Garrity

SLAVIC 61-62—INTENSIVE INTERMEDIATE RUSSIAN (12 Sem. Hrs.)

This course is designed, through intensive training in oral usage, to achieve an adequate mastery of the language: listening comprehension, oral proficiency, and composition. The basis of the work is the original prose of Russian writers of moderate difficulty.

Prof. Simeonian

SLAVIC 157-158—SURVEY OF RUSSIAN LITERATURE (6 Sem. Hrs.)

During the first semester there will be readings in Russian literature from the Kievan period to the middle of the nineteenth century, including Pushkin, Gogol, Turgenev, and Goncharov. In the second semester, readings in Russian literature from the mid-nineteenth century to the Soviet and emigré periods, with special emphasis on Dostoevsky, Tolstoy, and Chekhov.

Conducted in English.

Prof. Bowen

SLAVIC 161—READINGS IN DOSTOEVSKY (3 Sem. Hrs.)

Readings in Russian from the novels of Dostoevsky.

Prerequisite: Intermediate Russian, or its equivalent.

Prof. Bowen

SLAVIC 162—READINGS IN CHEKHOV (3 Sem. Hrs.)

Readings in the stories and plays of Chekhov.

Prerequisite: Intermediate Russian, or its equivalent.

Prof. Bowen

SLAVIC 163—READINGS IN PUSHKIN (3 Sem. Hrs.)

Readings in Russian from the poetry and prose of A.S. Pushkin.

Prerequisite: Intermediate Russian, or its equivalent.

Not offered in 1966-1967.

SLAVIC 164—READINGS IN TOLSTOY (3 Sem. Hrs.)

Readings in Russian from the prose of L.N. Tolstoy.

Prerequisite: Intermediate Russian, or its equivalent.

Not offered in 1966-1967.

SLAVIC 192—STRUCTURE OF MODERN RUSSIAN (3 Sem. Hrs.)

The phonology, morphology, and syntax of contemporary standard Russian.

Prerequisite: Linguistics 191, or its equivalent.

Prof. Jones

SLAVIC 193—OLD CHURCH SLAVONIC (3 Sem. Hrs.)

Phonology and grammar of the oldest written Slavic language. In additions to readings in Old Church Slavonic texts, the course includes an introduction to Slavic antiquities and the principles of historical linguistics.

Prof. Jones

SLAVIC 194—OLD RUSSIAN LITERATURE (3 Sem. Hrs.)

History of Russian Language and literature from the eleventh through the eighteenth centuries.

Prerequisite: two years of Russian grammar.

Prof. Jones

SPANISH

SPANISH 1-2—ELEMENTARY SPANISH (6 Sem. Hrs.)

An introduction to the study of the language. The course is designed to develop simultaneously the functional skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Prof. Suarez and others

SPANISH 11-12—INTERMEDIATE SPANISH (6 Sem. Hrs.)

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of Spanish will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

Prerequisite: Elementary Spanish, or its equivalent.

Prof. Saurez and others

SPANISH 31-32—INTRODUCTION TO SPANISH (6 Sem. Hrs.)

An intensive course for Department majors, or other qualified students with a background of language study, who wish to take Spanish as an additional foreign language. Fundamental elements of Spanish will be assimilated rapidly. The course includes reading and discussion of selected texts.

Prerequisite: A working knowledge of another foreign language.

Prof. Siciliano

SPANISH 41-42—CONVERSATIONAL SPANISH (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events, and everyday topics. Materials will be elected primarily from contemporary source books and Spanish periodicals.

Prerequisite: Introduction to Spanish, or its equivalent.

Prof. Suarez

SPANISH 61-62—SPANISH COMPOSITION AND CONVERSATION (6 Sem. Hrs.)

This course is designed to promote a functional grasp of the structure of Spanish, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into Spanish, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate Spanish, or its equivalent.

Prof. Lipp

SPANISH 71-72—SPANISH MASTERPIECES (6 Sem. Hrs.)

Extensive reading in great works of modern Spanish prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational Spanish, or its equivalent.

Prof. Suarez

SPANISH 101-102—SURVEY OF SPANISH LITERATURE (6 Sem. Hrs.)

An introduction to the study of Spanish literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: Spanish 61 (with an honor grade), Spanish 71, or the equivalent.

Conducted in Spanish.

Prof. Tittmann

SPANISH 105-106—HISTORY OF THE SPANISH LANGUAGE

(6 Sem. Hrs.)

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Conducted in Spanish.

Prof. Guitarte

SPANISH 115-116—SPANISH LITERATURE OF THE MIDDLE AGES

(6 Sem. Hrs.)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the *Conde Lucanor*, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the Cancioneros of the 15th century.

Conducted in Spanish.

Not offered in 1966-1967.

SPANISH 131-132—LITERATURE OF THE GOLDEN AGE (6 Sem. Hrs.)

A study of the major authors and their works, with extensive required readings.

Conducted in Spanish.

Prof. Siciliano

SPANISH 153-154—SPANISH LITERATURE OF THE NINETEENTH CENTURY

(6 Sem. Hrs.)

Analysis of the principal literary movements in Spain during the nineteenth century. The Romantic lyrics and drama; costumbrismo and the realistic novel; Galdo's *Episodios Nacionales*; the Naturalistic school.

Conducted in Spanish.

Prof. Vieira

SPANISH 161-162—SPANISH LITERATURE OF THE TWENTIETH CENTURY
(6 Sem. Hrs.)

A study of the generation of '98 and the *Modernista* movement, as well as the post-Civil War novel, theater, and poetry. Representative writers will include Unamuno, Baroja, Azorín, Machado, Benavente, Jimenez, Lorca, Casona, Cela, and others.

Conducted in Spanish.

Prof. Sheehan

SPANISH 171-172—SPANISH AMERICAN LITERATURE (6 Sem. Hrs.)

Survey of the development of literary genres in Hispanic America. Foreign influences and criollismo. Various types of novel: the struggle of man against the jungle or the pampa, of Indian against the white man, of man against society. The Spanish American conscience as expressed by essayists and poets.

Conducted in Spanish.

Prof. Guitarte

SPANISH 175-176—CULTURAL BACKGROUND OF SPANISH LITERATURE
(6 Sem. Hrs.)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature. Given in conjunction with Spanish 275-276.

Conducted in Spanish.

Not offered in 1966-1967.

SPANISH 181—ADVANCED COMPOSITION (3 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. This is a required course for Spanish majors, open also to other qualified students who wish to perfect their active command of the language.

Given in conjunction with Spanish 281.

Conducted in Spanish.

Prof. Sheehan

SPANISH 182—SPANISH STYLISTICS (3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of Spanish a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. This is a required course for Spanish majors, open also to other qualified students who wish to improve their style.

Given in conjunction with Spanish 282.

Conducted in Spanish.

Prof. Sheehan

COMPARATIVE AND INTERDEPARTMENTAL STUDIES

MODERN LANGUAGES 113-114—THE ARTHURIAN LEGEND IN MEDIEVAL EUROPE (6 Sem. Hrs.)

Origins of Arthurian traditions and their appearance in English, French, and German literature. Comparative study of Arthurian romances: stylistic analysis, development of themes. Arthurian tradition and the Holy Grail. Given in conjunction with Comparative Literature 213-214. Open to qualified upperclassmen.

Conducted in English.

Prof. Szövérfy

MODERN LANGUAGES 115-116—EUROPEAN LYRICS IN THE MIDDLE AGES (6 Sem. Hrs.)

A critical study of literary phenomena from the courtly period to the age of Humanism. Goliardic poetry; the *Artes Poeticas*, and Precepts of rhetoric in the twelfth and thirteenth centuries. The beginning of vernacular lyrics: troubadours, trovères, and Minnesänger. Christian and Moslem love as lyric themes in the Iberian Peninsula. Courtly poetry in Italy: the Sicilian school; Bologna and Florence at the turn of the thirteenth century. Meistersinger and rhétoriciens. Early humanists as harbingers of the Renaissance.

Given in conjunction with Modern Languages 217-218.

Conducted in English.

Prof. Szövérfy

MODERN LANGUAGES 155—STUDIES IN NIETZSCHE (3 Sem. Hrs.)

Critical analysis of Nietzsche as a writer; interpretation of his major works, of Sartre, Malraux, Camus, Kafka, Genet, Ionesco, Beckett et al.

Given in conjunction with Modern Languages 255.

Conducted in English.

Prof. Bluhm

MODERN LANGUAGES 159-160—LUSO-BRAZILIAN LITERATURE (6 Sem. Hrs.)

The course is designed to familiarize students with prominent nineteenth and twentieth century prose writers from Brazil and Portugal. Among the authors to be read are Eça de Queiroz, Machado de Assis, Gilberto Freyre, Jorge Amado, and Raquel de Queiroz.

Given in conjunction with Modern Languages 259-260.

Conducted in English.

Prof. Vieira

MODERN LANGUAGES 166—THE LITERATURE OF EXISTENTIALISM (3 Sem. Hrs.)

Studies in Existentialism as a philosophy, a way of life, and an artistic expression. The basic tenets of Existentialism will be analyzed in the works of Sartre, Malraux, Camus, Kafka, Genet, Ionesco, Beckett, et al.

Conducted in English.

Prof. Gauthier, S.J.

MODERN LANGUAGES 177-178—MODERN EUROPEAN LITERATURE

(6 Sem. Hrs.)

Seminal ideas from Romance, Germanic, Slavonic, and Magyar literature and their impact on Western Civilization.

Conducted in English.

Prof. McCrossen

MODERN LANGUAGES 183-184—CHINESE LITERATURE IN TRANSLATION

(6 Sem. Hrs.)

Study of selected works representative of the major genres of Chinese literature, from the *Classic of Songs* to contemporary short stories.

Given in conjunction with Modern Languages 282-284.

Conducted in English.

Prof. Wang

MODERN LANGUAGES 191—INTRODUCTION TO LINGUISTICS

(3 Sem. Hrs.)

Language as a communication system. The principles of analyzing languages: phonetics, phonology, morphology and syntax. The relation of acoustical research, information theory and symbolic logic to linguistic analysis.

Given in conjunction with Modern Languages 291.

Prof. Jones

MODERN LANGUAGES 195—TEACHING OF MODERN LANGUAGES

(3 Sem. Hrs.)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory.

Given in conjunction with Modern Languages 295.

Conducted in English.

Prof. Valette

MODERN LANGUAGES 196—THE LANGUAGE LABORATORY

(3 Sem. Hrs.)

Introduction to language laboratory systems and administration. Particular emphasis is placed on the preparation of laboratory materials for junior high, high school, and college classes in foreign languages and literature.

Given in conjunction with Modern Languages 296.

Conducted in English.

Prof. Valette

DEPARTMENT OF NATURAL SCIENCES

Chairman: ROBERT F. O'MALLEY.

Lecturer: REV. ARTHUR J. DRISCOLL.

NATURAL SCIENCES 11-12—PRINCIPLES OF PHYSICAL SCIENCE

(8 Sem. Hrs.)

A comprehensive introduction to the origin and development of the key concepts and fundamental theories in Physics and Chemistry which have led to the present position of the atomic sciences.

Three lectures and one two-hour laboratory period per week for two semesters.

Prof. Driscoll

DEPARTMENT OF PHILOSOPHY

Professor: WILLIAM E. CARLO, REV. WILLIAM F. DRUMMOND, S.J.,
REV. ALEXANDER G. DUNCAN, S.J., REV. WILLIAM E.
FITZGERALD, S.J., DONALD A. GALLAGHER**, REV. TIM-
OTHY J. MAHONEY, S.J., REV. FRANCIS J. TOOLIN, S.J.

Associate Professors: THOMAS J. BLAKELEY*, STUART B. MARTIN,
REV. EDWARD M. MACKINNON, S.J., REV.
REGINALD F. O'NEILL, S.J., THOMAS J.
OWENS, NORMAN J. WELLS.

Assistant Professors: REV. FREDERICK J. ADELMANN, S.J., REV.
JOSEPH L. BARRETT, S.J., REV. OLIVER A.
BLANCHETTE, S.J., REV. JOSEPH H. CASEY,
S.J., BRIAN J. CUDAHY, REV. JOHN D.
DONOGHUE, S.J., REV. JOSEPH F. FLANA-
GAN, S.J. (*Chairman*), REV. GEORGE R. FUIR,
S.J., IDELLA J. GALLAGHER, REV. MERRILL F.
GREENE, S.J., WILLIAM J. HAGGERTY, JR.***,
REV. JOHN A. HINCHEY, S.J., PETER J.
KREEFT, REV. FRANCIS P. MOLLOY, S.J., REV.
RICHARD T. MURPHY, S.J., JOSEPH L. NA-
VICKAS, REV. GERARD C. O'BRIEN, S.J., REV.
JOSEPH F. QUANE, S.J., REV. LEO A. REILLY,
S.J., REV. JOHN P. ROCK, S.J., REV. DANIEL J.
SHINE, S.J., REV. CHARLES B. TOOMEY, S.J.

Instructors: BERNARD A. BOMMARITO, FRANCIS L. GAMMON, REV.
EMMANUEL SULLIVAN, O.C.D.

Lecturers: REV. THOMAS F. GARRETT, S.J., REV. JAMES A.
O'DONOHUE

*On leave of absence, 1966-1967.

**On leave of absence, Fall semester, 1966-1967.

***On leave of absence, Spring semester, 1967.

Students majoring in philosophy will be expected to complete twelve semester hours of credit, in addition to the required philosophy courses. In certain cases, with the prior approval of the Chairman of the Philosophy Department, advanced undergraduate students may take some courses offered by the Department in the Graduate School of Arts and Sciences.

PHILOSOPHY 10—INTRODUCTORY PHILOSOPHY (3 Sem. Hrs.)

An introduction to various philosophical problems as they have developed throughout history, with emphasis on the relevance of a philosophical dimension in contemporary human inquiry.

THE DEPARTMENT

PHILOSOPHY 21—METAPHYSICS

(3 Sem. Hrs.)

A study of contemporary and classical formulations of metaphysical systems which will attempt to establish the need for a metaphysical approach to philosophical problems. Finite man's knowledge of an Infinite God will also be considered.

THE DEPARTMENT

PHILOSOPHY 22—PHILOSOPHICAL ANTHROPOLOGY

(3 Sem. Hrs.)

This course considers the nature of man from the evidence of personal experience, science, and the philosophical reflections of key figures in Western thought.

THE DEPARTMENT

PHILOSOPHY 54—ETHICS

(3 Sem. Hrs.)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined.

THE DEPARTMENT

PHILOSOPHY 56—CHRISTIAN MORAL ISSUES

(3 Sem. Hrs.)

This course will examine the questions of value and morality in a specifically Christian context. Such contemporary issues as social justice, civil rights, and problems of the family will be treated.

Prof. O'Donohoe

PHILOSOPHY 58—ETHICS AND THE SECULAR CITY

(3 Sem. Hrs.)

An investigation of the moral and ethical problems that arise specifically in a technological and urban environment.

Prof. Garrett, S.J.

PHILOSOPHY 103—MODERN PHILOSOPHY

(3 Sem. Hrs.)

A study of the major thinkers of the period from Descartes to Hegel.

Prof. O'Neill, S.J.

PHILOSOPHY 105—CONTEMPORARY PHILOSOPHY

(3 Sem. Hrs.)

A survey of major philosophical trends in the twentieth century.

Profs. D. Gallagher, Rock, S.J.

PHILOSOPHY 107—BIBLICAL SYMBOLISM

(3 Sem. Hrs.)

A study of the world view of the Old Testament Hebrews, concentrating on the problem of God.

Prof. Cudaby

PHILOSOPHY 109—THE TRANSCENDENT IN RECENT THOUGHT

(3 Sem. Hrs.)

A critical study of man's search for God as posed by such philosophers as Whitehead, Heidegger, and Tillich.

Prof. Owens

PHILOSOPHY 110—PHILOSOPHY OF MODERN ART

(3 Sem. Hrs.)

A study of the influence of Freudianism, Evolutionism, Existentialism and other recent philosophical thought on such schools of art as Futurism, Surrealism, and Abstract Expressionism.

Prof. I. Gallagher

PHILOSOPHY 111—AESTHETICS

(3 Sem. Hrs.)

The major philosophical questions concerning art, including the nature and meaning of the art object, and the function of art in the evolution of human consciousness.

Prof. I. Gallagher

PHILOSOPHY 113—HINDU PHILOSOPHY

(3 Sem. Hrs.)

A consideration of the nature of Oriental thought in general and its relation to Occidental thought. The course will focus on Indian philosophy, especially the ancient Hindu systems.

Prof. Kreeft

PHILOSOPHY 114—ZEN BUDDHISM

(3 Sem. Hrs.)

After an introduction to Oriental philosophy, an attempt will be made to understand the single essential point of Zen from the Zen writings themselves. Conclusions will be attempted in the areas of classifying Zen philosophy, religion, psycho-therapy and mysticism and in perceiving the presence of the Zen insight in much Western thought.

Prof. Kreeft

PHILOSOPHY 116—THEORIES OF IMMORTALITY

(3 Sem. Hrs.)

A consideration of contemporary discussions on death and immortality as a point of departure for a study of these problems in Greek, Medieval, and early Modern thought.

Prof. Wells

PHILOSOPHY 122—PHILOSOPHY OF RELIGION

(3 Sem. Hrs.)

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods.

Prof. Cudaby

PHILOSOPHY 141—CONTEMPORARY ATHEISM (3 Sem. Hrs.)

The modalities and sources of today's atheism will be treated, e.g. those springing from scientific humanism, communism, and existentialism.

Not offered in 1966-1967.

PHILOSOPHY 144—GREEK THOUGHT (3 Sem. Hrs.)

The emergence of Platonic-Aristotelian rationalism as a response to the intellectual crisis of fifth century Greek culture.

Prof. Martin

PHILOSOPHY 147—BERGSON (3 Sem. Hrs.)

A study of intuition, creative evolution and static vs. dynamic morality and religion; Bergson's influence on recent philosophy, including that of Teilhard de Chardin.

Not offered in 1966-1967.

PHILOSOPHY 151—LOCKE, BERKELEY, AND HUME (3 Sem. Hrs.)

British Empirical philosophy seen as one of the dominant developments in modern thought.

Not offered in 1966-1967.

PHILOSOPHY 161—THE MEANING OF MORALITY (3 Sem. Hrs.)

An investigation into the essence of morality and the moral destiny of man through an exploration of the works of Plato, Aristotle, Aquinas, Kant, Teilhard de Chardin, and the Existentialists.

Not offered in 1966-1967.

PHILOSOPHY 164—CHRISTIAN PHILOSOPHY AND CONTEMPLATION (3 Sem. Hrs.)

Contemplation and action in the Christian ideal of life, with particular reference to St. Bernard and his disciples. Attention will also be paid to the problem of the goodness of creation and the theme of *contemptus mundi*.

Not offered in 1966-1967.

PHILOSOPHY 166—MYSTICISM (3 Sem. Hrs.)

Beginning with Plotinus' Enneads, some essential themes of mysticism will be examined in the writings of such mystics as Buddha, Lao Tzu, St. Bonaventure, St. John of the Cross, and Eckhart. Through a comparative study of ancient and modern, Eastern and Western, Christian and non-Christian mysticisms, common experiential data will emerge from these diverse philosophical and religious frameworks.

Not offered in 1966-1967.

PHILOSOPHY 168—REALISM IN AMERICAN PHILOSOPHY (3 Sem. Hrs.)

This course will concentrate on one of the many twentieth century reactions to nineteenth century Idealism. In the United States, this reaction came in three phases: Neo-realism, Critical Realism, and Natural Realism.

Not offered in 1966-1967.

PHILOSOPHY 172—WHITEHEAD (3 Sem. Hrs.)

Process philosophy will be seen in contrast with other contemporary movements, with a special emphasis on the problem of God.

Not offered in 1966-1967.

PHILOSOPHY 184—PHILOSOPHY OF HISTORY (3 Sem. Hrs.)

Method and purpose of man's knowledge of the past, patterns of explanation used by historians, and the aims of historical inquiry.

Prof. Flanagan, S.J.

PHILOSOPHY 186—THE STOICS, CYNICS, SKEPTICS, AND EPICUREANS (3 Sem. Hrs.)

A study of the development of Greek Stoicism, Cynicism, Skepticism, and Epicureanism in the fourth century, B.C., and of the extension of these traditions into Roman, Medieval, and Modern times.

Not offered in 1966-1967.

PHILOSOPHY 187—KIERKEGAARD (3 Sem. Hrs.)

A detailed study of major themes in the nineteenth century prophet of existentialism; his attack on philosophical and religious systems; truth as subjectivity; the meaning of Christianity. Extensive readings.

Not offered in 1966-1967.

PHILOSOPHY 192—THE RISE OF CHRISTIAN SOCIAL THINKING (3 Sem. Hrs.)

A consideration of the development of Christian social thinking from Leo XIII through the Second Vatican Council; and the nature of social justice and its application in international, national, and industrial society.

Prof. Drummond, S.J.

DEPARTMENT OF PHYSICS

Professor: FREDERICK E. WHITE (*Acting Chairman*).

Associate Professors: ROBERT L. BECKER, REV. STANLEY J. BEZUSZKA, S.J., ROBERT L. CAROVILLANO, JOSEPH H. CHEN, REV. JAMES J. DEVLIN, S.J., FRANCIS McCAFFREY, SOLOMON L. SCHWEBEL.

Assistant Professors: REV. JOHN F. FITZGERALD, S.J., EDWARD V. JEZAK, REV. JOHN H. KINNIER, S.J., DARRYL LEITER, REV. FRANCIS A. LIUIMA, S.J., JOHN J. POWER, HENRY I. SMITH, ROBERT H. TABONY.

University Fellow: WILLIAM R. KRITZLER.

NASA Trainee: JOHN H. BRADSHAW, MARY SUSAN GUSSENHOVEN, THOMAS P. SHAUGHNESSY.

Teaching Fellows: VICTOR E. LAGARDE, SAMUEL UVA.

Teaching Assistants: NOUBAR A. AGHISHIAN, BELLA C. CHIU, WILLIAM G. CLARKE, GEORGE D. ENSLEE, RICHARD N. FELL, JAMES T. KARPICK, JINHUM KIM, JOHN J. LARKIN, RICHARD D. MICAL, DEAN C. PALMER, WILLIAM G. STANLEY, WILLIAM A. WALL.

The Department of Physics offers a major with a balanced program of classical and modern physics. The sequence of courses, integrated with the accompanying courses in mathematics, aims primarily at preparing the gifted student for graduate study in physics. At the same time, it endeavors to communicate to the student the basic theoretical and experimental techniques requisite for employment and advancement as a professional physicist. Special arrangements for admission to candidacy for this degree may be made for those exceptional students who, in the judgment of the Department, give promise of significant contributions to the world of physics.

PHYSICS 23—GENERAL PHYSICS I (CALCULUS) (4 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetic theory of gases. Laboratory work will include the design and evaluation of experiments.

Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.

Prof. Liuima, S.J.

PHYSICS 24—GENERAL PHYSICS II (CALCULUS) (4 Sem. Hrs.)

A study of the principles and applications of electricity and magnetism, with free use of the calculus, including a selection of topics from optics and the electromagnetic theory of light. Laboratory work will deal with fundamental instruments.

Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.

Prof. Liuima, S.J.

PHYSICS 25—GENERAL PHYSICS I (CALCULUS) (3 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetic theory of gases.

Three lectures and one scheduled recitation hour per week for one semester.

Prof. Liuima, S.J.

PHYSICS 26—GENERAL PHYSICS II (CALCULUS) (3 Sem. Hrs.)

A thorough study of the principles and applications of electricity and magnetism, with free use of the calculus; a selection of topics from optics and the electromagnetic theory of light.

Three lectures and one scheduled recitation hour per week for one semester.

Prof. Liuima, S.J.

PHYSICS 27-28—GENERAL PHYSICS I, II (Non-Calculus) (8 Sem. Hrs.)

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

Three lectures and one laboratory period per week for two semesters.

Prof. McCaffrey

PHYSICS 29-30—GENERAL PHYSICS, I, II (Non-Calculus) (6 Sem. Hrs.)

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

Three lectures per week for two semesters.

Prof. McCaffrey

PHYSICS 35—MECHANICS II (4 Sem. Hrs.)

Summary of mechanics of particles, systems and rigid bodies. Moving coordinate systems; Lagrange's and Hamilton's equations. Rotation of rigid bodies; small vibrations; continuous media.

Three lectures and one laboratory period per week for one semester.

Prof. White

PHYSICS 36—ELECTRICITY AND MAGNETISM II (4 Sem. Hrs.)

A thorough discussion of electric and magnetic fields in empty space and in material media, culminating in Maxwell's equations and propagation of electromagnetic radiation.

Three lectures and one recitation hour per week for one semester.

Prof. White

PHYSICS 121-122—ADVANCED LABORATORY I, II (1 Sem. Hr.)

Laboratory and conferences. Experiments in mechanics, heat, electricity, and magnetism.

One laboratory period per week for two semesters.

Prof. Kinnier. S.J.

PHYSICS 123-124—EXPERIMENTAL PHYSICS, I, II (1 Sem. Hr.)

A selection of fundamental experiments from atomic, nuclear, and solid state physics. Laboratory and conferences.

Prof. Kinnier. S.J.

PHYSICS 143—SPECTROSCOPY I (4 Sem. Hrs.)

Line spectra, atomic structure, instruments, techniques.

Three lectures and one laboratory period per week for one semester.

Not offered in 1966-1967.

PHYSICS 144—SPECTROSCOPY II (4 Sem. Hrs.)

Molecular spectra and structure; methods of applied spectroscopy.

Three lectures and one laboratory period per week for one semester.

Not offered in 1966-1967.

PHYSICS 145—SPECTROSCOPY I (3 Sem. Hrs.)

Line spectra, atomic structure, instruments, techniques.

Three lectures per week for one semester.

Not offered in 1966-1967.

PHYSICS 146—SPECTROSCOPY II (3 Sem. Hrs.)

Molecular spectra and structure; methods of applied spectroscopy.

Three lectures per week for one semester.

Not offered in 1966-1967.

PHYSICS 148—X-RAY DIFFRACTION (3 Sem. Hrs.)

X-Ray tubes, goniometers, cameras; lattice systems; Bragg's law, Laue diffraction, reciprocal lattices; diffraction techniques for determination of lattice constants.

Three lectures per week for one semester.

Prof. Devlin, S.J.

PHYSICS 151—ACOUSTICS

(3 Sem. Hrs.)

Vibrations of a particle, of strings, bars, and related systems; plane and spherical acoustic waves; resonators and filters; absorptions; loudspeakers and microphones; ultrasonics, physiological acoustics; architectural acoustics.

Three lectures per week for one semester.

Not offered in 1966-1967.

PHYSICS 161—INTRODUCTION TO SOLID STATE PHYSICS

(3 Sem. Hrs.)

A study of crystal structures, lattice vibrations, thermal, optical, electrical and magnetic properties of solids, the free electron and band theories of solids.

Three lectures per week for one semester.

Prof. McCaffrey

PHYSICS 173—INTRODUCTORY QUANTUM MECHANICS I

(3 Sem. Hrs.)

Historical background; wave theory; Schrodinger equation; one-dimensional and three-dimensional problems; perturbation theory; spin; identical particles.

Three lectures per week for one semester.

Prof. Jezak

PHYSICS 174—INTRODUCTORY QUANTUM MECHANICS II

(3 Sem. Hrs.)

Alkali atoms; multi-electron atoms; molecular structure; scattering theory; electromagnetic radiation; two-nucleon problem.

Three lectures per week for one semester.

Prof. Jezak

PHYSICS 175—STATISTICAL PHYSICS I

(3 Sem. Hrs.)

Application of the laws of statistics to many-body systems of microscopic particles to obtain laws of thermodynamics and kinetic theory.

Three lectures per week for one semester.

Prof. Tabony

PHYSICS 176—STATISTICAL PHYSICS II

(3 Sem. Hrs.)

Statistical mechanics; quantum statistics with applications.

Three lectures per week for one semester.

Prof. Tabony

PHYSICS 177—OPTICS

(3 Sem. Hrs.)

Geometrical optics; wave motion. Huygen's principle, dispersion, interference, diffraction, polarization, electromagnetic and quantum theory.

Three lectures per week for one semester.

Prof. Devlin, S.J.

PHYSICS 191—NUCLEAR PHYSICS (3 Sem. Hrs.)

Descriptive theory of nuclei; nuclear disintegrations and their interaction with matter; nuclear reactions and scattering.

Three lectures per week for one semester.

Prof. Tabony

PHYSICS 195—THEORETICAL PHYSICS I (3 Sem. Hrs.)

Selected topics in theoretical mechanics, principles of relativity, electrostatics and magnetostatics, the Maxwell equation.

Three lectures per week for one semester.

Prof. Becker

PHYSICS 196—THEORETICAL PHYSICS II (3 Sem. Hrs.)

Electromagnetic wave equation, covariance of Maxwell equations, selected radiation topics, point charges in external fields, topics in quantum theory and on continuous media.

Three lectures per week for one semester.

Prof. Becker

PHYSICS 203—PLASMA PHYSICS (3 Sem. Hrs.)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfven waves; selected applications of astrophysical and geophysical importance.

Three lectures per week for one semester.

Prof. Carovillano

PHYSICS 211—MATHEMATICAL PHYSICS I (3 Sem. Hrs.)

Complex variables and theory of residues; matrices, determinants, transformation theory; theory of linear operators; calculus of linear operators, invariants, and relation to group theory.

Three lectures per week for one semester.

Prof. Schwebel

PHYSICS 281—QUANTUM MECHANICS I (3 Sem. Hrs.)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Three lectures per week for one semester.

Prof. Jezak

DEPARTMENT OF POLITICAL SCIENCE

Professors: DAVID LOWENTHAL, PETER S. H. TANG, ROBERT K. WOETZEL.

Associate Professors: GARY P. BRAZIER (*Chairman*), MARVIN C. RINTALA.

Instructors: PIERRE-MICHEL FONTAINE, ROBERT E. GILBERT.

Lecturer: PAUL MURPHY.

POLITICAL SCIENCE 31-32—FUNDAMENTAL CONCEPTS OF POLITICAL SCIENCE (6 Sem. Hrs.)

This course introduces the student to the political thought, action, and organization of ancient and contemporary governmental systems. It is a study of political behavior, institutions, and of politics as a process for meeting human wants. For non-majors.

THE DEPARTMENT

POLITICAL SCIENCE 41-42—FUNDAMENTAL CONCEPTS OF POLITICAL SCIENCE (6 Sem. Hrs.)

This course is similar in many respects to Political Science 31-32. Its subject matter is identical; its treatment is analytical, rather than descriptive.

For majors only.

THE DEPARTMENT

POLITICAL SCIENCE 101—INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT (3 Sem. Hrs.)

A more condensed treatment of the essentials of American national government. For non-majors.

Prof. Murphy

POLITICAL SCIENCE 102—THE LEGISLATIVE PROCESS (3 Sem. Hrs.)

A study of the organization, functions, personnel, and legislative philosophy of the United States Congress.

Prof. Murphy

POLITICAL SCIENCE 103—STATE AND LOCAL GOVERNMENT (3 Sem. Hrs.)

The structure and functions of government in the United States at the state and local level are studied.

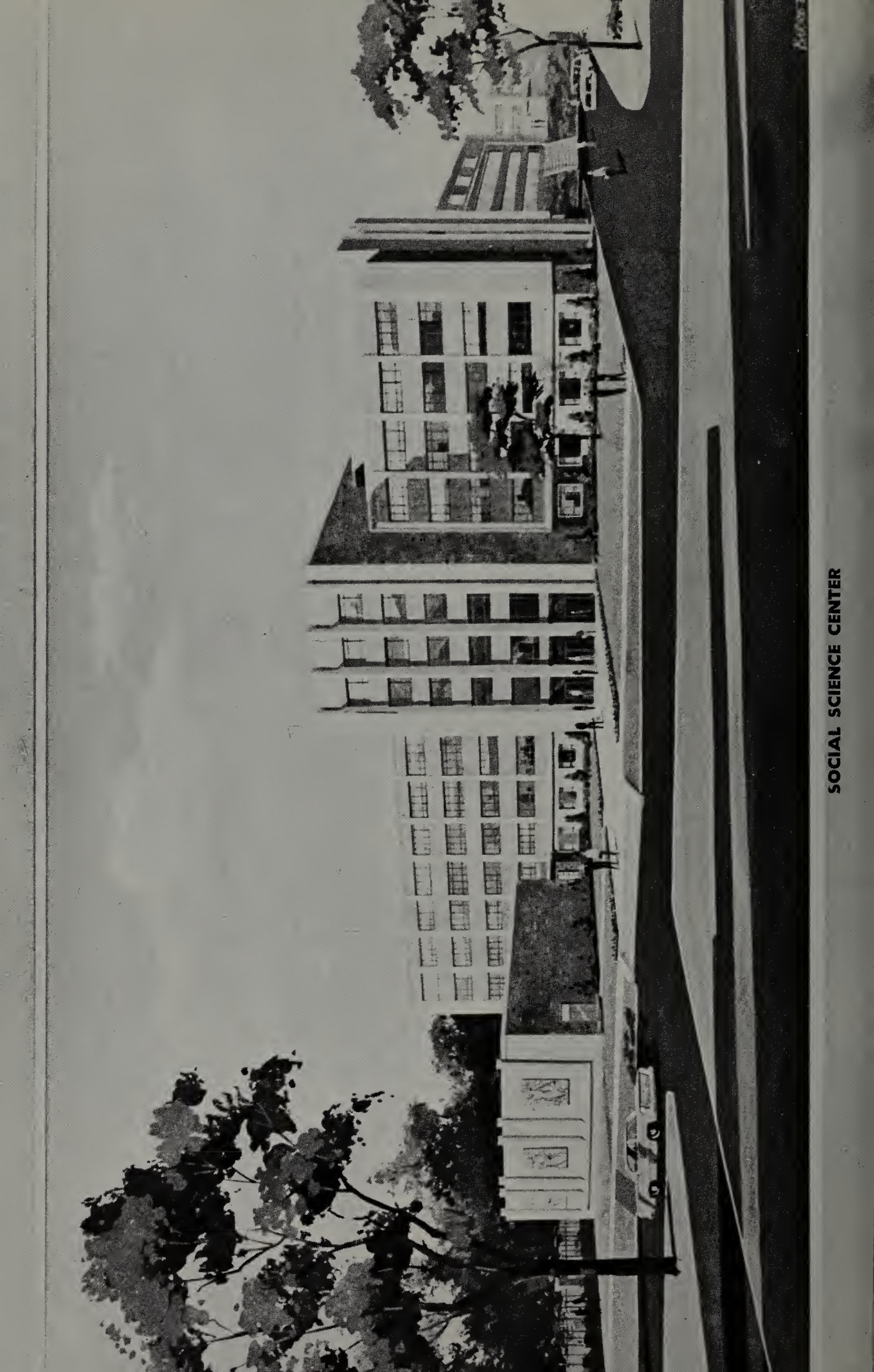
Prof. Brazier

POLITICAL SCIENCE 105—FUNDAMENTALS OF PUBLIC ADMINISTRATION (3 Sem. Hrs.)

The functions, relationships and problems of operation in the executive branch of American federal, state, and local government are analyzed.

Not offered in 1966-1967.





SOCIAL SCIENCE CENTER

POLITICAL SCIENCE 107—THE AMERICAN PARTY SYSTEM

(3 Sem. Hrs.)

This course gives a detailed analysis of the nature and functioning of American political parties and pressure groups.

Prof. Gilbert

POLITICAL SCIENCE 108—INTERGOVERNMENTAL RELATIONS

(3 Sem. Hrs.)

An analytical survey is made of the theories, institutions, and forces that shape the distribution and utilization of government power within the United States federal system. Particular attention is given to national-state-local relations and to the emerging problems of area and administration in metropolitan communities.

Prof. Brazier

POLITICAL SCIENCE 110—GOVERNMENT AND POLITICS OF URBAN
AMERICA

(3 Sem. Hrs.)

An examination of the problems confronting cities and metropolitan communities in the United States.

Prof. Gilbert

POLITICAL SCIENCE 113-114—AMERICAN CONSTITUTIONAL
DEVELOPMENT

(6 Sem. Hrs.)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

To be announced.

POLITICAL SCIENCE 121-122—COMPARATIVE MODERN GOVERNMENTS

(6 Sem. Hrs.)

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland.

Prof. Rintala

POLITICAL SCIENCE 141—GOVERNMENT AND POLITICS OF LATIN
AMERICA I

(3 Sem. Hrs.)

Introduction to the political culture of the area: survey of the human spectrum, the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo," radicalism, liberalism, militarism, and totalitarianism. Study of the governmental and political processes.

Prof. Fontaine

POLITICAL SCIENCE 142—GOVERNMENT AND POLITICS OF LATIN
AMERICA II

(3 Sem. Hrs.)

Analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

Prof. Fontaine

POLITICAL SCIENCE 151—INTERNATIONAL RELATIONS AND POLITICS

(3 Sem. Hrs.)

The nation-state system, its principles of operation and the bases of national power and policy are examined.

Prof. Fontaine

POLITICAL SCIENCE 152—INTERNATIONAL ORGANIZATION AND POLICY

(3 Sem. Hrs.)

The structure, power, and policy of leading international organizations are analyzed, and a study is made of the power and policy of the United States in its relationships with the international community.

Prof. Fontaine

POLITICAL SCIENCE 153—SOVIET POLITICAL INSTITUTIONS

(3 Sem. Hrs.)

A detailed analysis of the political power structure of the Soviet Union.

Prof. Tang

POLITICAL SCIENCE 154—GOVERNMENT AND POLITICS OF CHINA

(3 Sem. Hrs.)

A detailed study of the evolution of political ideas and institutions of contemporary China. Special references are made to Communist revolutionary strategies and tactics, as well as to ideology and leadership.

Prof. Tang

POLITICAL SCIENCE 156—SOVIET FOREIGN POLICY

(3 Sem. Hrs.)

A study of the basic principles and agencies for the formulation and execution of Soviet foreign policy. Particular attention is given to Soviet views and behavior toward the United States.

Prof. Tang

POLITICAL SCIENCE 157—GOVERNMENT AND POLITICS OF THE FAR EAST

(3 Sem. Hrs.)

This course is comparative study of the political systems of East and Southeast Asian countries. The impact of such political forces as colonialism, imperialism, nationalism, and Communism is examined. Special attention is given to the process of social change and the problem of political stability of all emerging nations of the region.

Prof. Tang

POLITICAL SCIENCE 158—GOVERNMENT AND POLITICS OF EAST

CENTRAL EUROPE

(3 Sem. Hrs.)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

Prof. Tang

POLITICAL SCIENCE 161-162—HISTORY OF POLITICAL THEORY

(3 Sem. Hrs.)

This course considers the enduring problems of political life through the writings of selected political thinkers. The first semester covers the period from Plato to Calvin, the second the period from Machiavelli to Nietzsche.

Prof. Lowenthal

POLITICAL SCIENCE 163—POLITICAL THOUGHT OF EDMUND BURKE

(3 Sem. Hrs.)

An analysis of Burke's major writings.

Prof. Lowenthal

POLITICAL SCIENCE 164—AMERICAN POLITICAL THOUGHT

(3 Sem. Hrs.)

An examination of the theoretical roots of the American Republic, concentrating on the views of the Founding Fathers, Tocqueville, Calhoun, and Lincoln.

Prof. Lowenthal

POLITICAL SCIENCE 171—AMERICAN FOREIGN POLICY

(3 Sem. Hrs.)

An examination of major patterns of United States foreign policy with emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. Cuba, Berlin, and Vietnam, will be treated in the context of international affairs, with special reference to area factors and the relation of the United States to international organization.

Prof. Woetzel

POLITICAL SCIENCE 172—COMPARATIVE FOREIGN POLICIES

(3 Sem. Hrs.)

An examination of the foreign policies of major powers of the mid-twentieth century, including Britain, France, the USSR, and Communist China, on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Special reference will be made to the policies of the developing nations as they affect the peace and security of the world.

Prof. Woetzel

POLITICAL SCIENCE 197-198—SENIOR SEMINAR

(6 Sem. Hrs.)

Research and student reports on selected topics; completion of the Honor thesis.

Open only to specially qualified students, with the approval of the Department.

Prof. Brazier

DEPARTMENT OF PSYCHOLOGY

Professors: JOSEPH R. CAUTELA, MARC A. FRIED, MURRAY HORWITZ, REV. JAMES F. MOYNIHAN, S.J.*, LESLIE PHILLIPS, JOHN M. VONFELSINGER (*Chairman*).

Associate Professors: DANIEL J. BAER, LENIN A. BALER, RONALD L. NUTTALL.

Assistant Professors: HAROLD N. KELLNER, REV. JOHN R. MCCALL, S.J., JANE B. MOOSBRUKER, ALVIN J. SIMMONS.

Lecturer: WILLIAM VOGEL.

*Sabbatical Leave, Spring Term, 1967.

The undergraduate Department of Psychology is designed to meet the needs of three classes of students: a) those who want a sound cultural background in the study of the human personality; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who desire a basic understanding of human behavior as a supplement to some other major field of concentration.

Majors in psychology must obtain at least twenty-four credits in psychology, among which must be included courses in General Psychology, Physiological Psychology, Experimental Laboratory Psychology, and Statistics. They should take their science requirement in Biology.

PSYCHOLOGY 30—INTRODUCTION TO PSYCHOLOGY (3 Sem. Hrs.)

An introduction to the field of modern psychology designed to give a basic understanding of human behavior to students who are not majoring in psychology.

THE DEPARTMENT

PSYCHOLOGY 31—GENERAL PSYCHOLOGY I (3 Sem. Hrs.)

This course covers principles and methods of modern general psychology, with special treatment of the sense modalities; and the psychology of sensation and sense perception.

Profs. Baer, Baler, Cautela, Kellner and McCall

PSYCHOLOGY 32—GENERAL PSYCHOLOGY II (3 Sem. Hrs.)

A continuation of Psychology 31, with special reference to problems and psychological experimentation on the thought and learning process, memory, emotions, and will.

Profs. Baer and Cautela

PSYCHOLOGY 111—EXPERIMENTAL PSYCHOLOGY I (3 Sem. Hrs.)

An introduction to the principles and methods of experimental psychology, with laboratory investigation of selected topics from the areas of sensation and perception.

Two lectures and two laboratory periods per week for one semester.
Prof. Cautela

PSYCHOLOGY 112—EXPERIMENTAL PSYCHOLOGY II (3 Sem. Hrs.)

A more advanced treatment of laboratory methods and techniques in experimental psychology, with a correspondingly advanced level in the problems which are investigated. There will be individual research.

Prerequisite: Psychology 111.

Two lectures and two laboratory periods per week for one semester.

Prof. Cautela

PSYCHOLOGY 121—STATISTICS IN PSYCHOLOGY (3 Sem. Hrs.)

This is a course in the use of statistical methods in psychology: arrangement and manipulation of the data, measures of central tendency, variability, and elementary correlation methods.

Prof. Baer

PSYCHOLOGY 122—PHYSIOLOGICAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the physiological correlates of human behavior; the structures and functions of the organism, receptors, nervous system, and effectors; and the physiological basis of the emotions and the perceptual processes.

Prof. Vogel

PSYCHOLOGY 123—HISTORY AND SYSTEMS OF PSYCHOLOGY

(3 Sem. Hrs.)

This course presents an historical and logical analysis of the schools of thought in modern psychology: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, and their derivatives.

Prof. Baer

PSYCHOLOGY 124—COMPARATIVE PSYCHOLOGY (3 Sem. Hrs.)

A comparative analysis of behavior functions such as learning, perception, communication, sex, parental behavior, and group activities in various infra-human species. Specific emphasis on the contribution of the European schools of etiology and their methods, as contrasted with the methods and concepts prevalent in American animal psychology.

Prof. Kellner

PSYCHOLOGY 131—ABNORMAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the forms of mental disorders, their etiology and development, and the schools of psychotherapy, with special reference to clinical methods and mental hygiene.

Profs. Baer and Moynihan, S.J.

PSYCHOLOGY 132—PSYCHOLOGICAL MEASUREMENTS (3 Sem. Hrs.)

The subjects presented in this course are: group and individual tests of mental abilities and special aptitudes; and the use, administration, and interpretation of psychological tests, together with the concepts and purpose underlying them.

Prof. Moosbrucker

PSYCHOLOGY 133—PSYCHOLOGY OF ADOLESCENCE (3 Sem. Hrs.)

A study of the characteristics and attendant problems of adolescent growth and development, and of relevant techniques of teaching and guidance, based on modern research.

To be announced

PSYCHOLOGY 134—CHILD PSYCHOLOGY (3 Sem. Hrs.)

A study of the physiological, intellectual, social, and emotional factors in child development, and an interpretation and treatment of various problems in child behavior.

Prof. Moosbrucker

PSYCHOLOGY 135—SEMINAR IN PERSONALITY THEORY (3 Sem. Hrs.)

A seminar in the nature, development, theories, and methods of investigation of personality.

Prof. Kellner

PSYCHOLOGY 136—SOCIAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the principles of psychology applied to the individual in the social situation, and in investigation of special topics of groups and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

Profs. Baler and Moosbrucker

PSYCHOLOGY 138—INDUSTRIAL PSYCHOLOGY (3 Sem. Hrs.)

The application of principles and methods of psychology to business and industry is considered.

To be announced

PSYCHOLOGY 139—PROBLEMS IN INDUSTRIAL PSYCHOLOGY (3 Sem. Hrs.)

This course presents a detailed consideration of specific problems in the areas of personnel and industrial psychology.

To be announced

PSYCHOLOGY 140—THE PSYCHOLOGY OF RELIGIOUS EDUCATION (3 Sem. Hrs.)

A descriptive study of the development of the religious consciousness with special emphasis on the role of the family, the church, and the school in the guidance of the religious dimension of personality.

Prof. McCall, S.J.

PSYCHOLOGY 141—PSYCHOLOGY OF MOTIVATION (3 Sem. Hrs.)

A study of basic and acquired motivation states, with emphasis on the application of fundamental motivation principles to problems of perception, morale, decision-making, and bargaining.

To be announced

PSYCHOLOGY 142—EPIDEMIOLOGICAL APPROACHES TO MENTAL HEALTH
AND ILLNESS (3 Sem. Hrs.)

Discussion of the relevant concepts and methods of epidemiology as they relate to mental health and illness. Description and analysis of methods and findings of existing research.

Prof. Simons

PSYCHOLOGY 151-152—DIRECTED RESEARCH IN PSYCHOLOGY
(6 Sem. Hrs.)

A course designed to give the student experience with a prolonged research problem. Problems are selected and carried out by the student. The course content includes: selection of a research problem; survey of background material; submission of a formal research proposal; apparatus design; collection and analysis of data; and submission of a final research report. Emphasis is placed on student initiative. This course is open to specially qualified students with the approval of the Department.

THE DEPARTMENT

PSYCHOLOGY 199—READING FOR PREREQUISITES

This course offers a reading of basic books in the fields of psychology in which candidates for high degrees are deficient. There will be written reports, conferences, and examinations. Permission to take this course and the number of credits given for it will depend on the judgment of the director.

THE DEPARTMENT

DEPARTMENT OF SOCIOLOGY

Professors: SEVERYN T. BRUYN, JOHN D. DONOVAN, RITCHIE P. LOWRY.

Assistant Professors: DOROTHY CORBETT, REV. JOSEPH M. HOC, FRANCIS D. POWELL, BUFORD RHEA (*Acting Chairman*), ROBERT G. WILLIAMS.*

Instructors: MADELEINE D. GIGUERE, LOIS KAY RICHARDS.

Lecturers: BENEDICT S. ALPER, JOHN F. MUNGOVAN, GILBERT SHAPIRO, JOSEPH VERSAGE, DOROTHY J. WALKER.

*Sabbatical Leave, Fall Term, 1966.

The undergraduate program in sociology is designed primarily for students planning graduate work in sociology, or in social work. The introductory course provides the student with a background in the fundamental facts, problems, and the structure of American society, in preparation for more advanced courses. Statistics, Methods of Social Research, and Sociological Theory, required of all sociology majors, provide the student with basic professional knowledge, while a comprehensive survey of the field is afforded by the electives.

SOCIOLOGY 101—INTRODUCTORY SOCIOLOGY (3 Sem. Hrs.)

A survey of the field of sociology. This course is a prerequisite for all other courses offered by the Department, with the exception of Sociology 123 and 148.

THE DEPARTMENT

SOCIOLOGY 107—SOCIAL PROBLEMS (3 Sem. Hrs.)

A sociological inquiry into the causes and consequences of selected social problems.

Prof. Williams

SOCIOLOGY 123—STATISTICS (3 Sem. Hrs.)

Description and inferential methods in sociological research. Emphasis is placed on probability distribution, sampling theory, tests of hypothesis, curve fitting, regression and special correlation method, Chi-square properties and tests.

Prof. Hoc

SOCIOLOGY 131—CRIMINOLOGY AND PENOLOGY (3 Sem. Hrs.)

An introduction to the phenomenon of crime and an understanding of the criminal in society. Topics include: the nature of crime and individual criminality; a review of classic theories of crime causation, agencies and programs to treat and correct anti-social behavior.

Prof. Alper

SOCIOLOGY 145—MINORITY GROUP RELATIONS IN THE UNITED STATES
(3 Sem. Hrs.)

A systematic analysis of racial and cultural minority relations, with special reference to the situation in the United States.

Prof. Corbett

SOCIOLOGY 148—INTRODUCTION TO SOCIAL WORK (3 Sem. Hrs.)

The fields of social welfare and social work are surveyed through a study of the objectives and processes of case work, community organization, social work administration, social planning, and personnel. The effectiveness of the programs of modern social work in meeting social needs is evaluated.

Prof. Mungovan

SOCIOLOGY 149—POLITICAL SOCIOLOGY (3 Sem. Hrs.)

An analysis of the underlying social conditions that affect government and politics.

Prof. Lowry

SOCIOLOGY 154—SOCIOLOGY OF EDUCATION (3 Sem. Hrs.)

This course views education as a social process. It analyzes the institutional structure of American education, the social roles of administrators, teachers, and students, and the interrelationships between education and social classes.

Profs. Donovan, Rhea

SOCIOLOGY 156—SOCIOLOGY OF THE FAMILY (3 Sem. Hrs.)

This course is a systematic study of comparative family systems, theories of family organizations, familial roles and functions, and family change and crisis.

Profs. Giguere, Richards

SOCIOLOGY 163—INDUSTRIAL SOCIOLOGY (3 Sem. Hrs.)

Proceeding on the definition of industrial activity as group behavior, this course examines the work situation, the structure of worker roles, and the problems of communication and cooperation in American industry.

Profs. Donovan, Bruyn

SOCIOLOGY 166—METHODS OF SOCIAL RESEARCH (3 Sem. Hrs.)

Theory and method in social research. Research designs and techniques. Field exercises in selected research procedures. Required for all majors.

Prof. Hoc

SOCIOLOGY 176—SOCIOLOGY OF MEDICINE (3 Sem. Hrs.)

An analysis of health and illness, focusing on cultural, professional, organizational, and epidemiological aspects.

Profs. Hoc, Giguere

SOCIOLOGY 177—SOCIAL STRATIFICATION (3 Sem. Hrs.)

Systematic analysis of caste, estate, and class structures. Special attention is given to American social classes.

Prof. Donovan

SOCIOLOGY 178—SOCIOLOGY OF COMPLEX ORGANIZATIONS (3 Sem. Hrs.)

A survey of theories concerning complex organizations, an analysis of specific institutions, and a consideration of alternatives to bureaucracy.

Prof. Lowry

SOCIOLOGY 183—PRE-COMTIAN SOCIAL THOUGHT (3 Sem. Hrs.)

A brief survey of social thought from antiquity to the nineteenth century.

Prof. Williams

SOCIOLOGY 184—SOCIOLOGICAL THEORY (3 Sem. Hrs.)

This course traces the development of theory as a legitimate province of modern sociology, and critically examines its relationship to empirical research, as well as to social thought as such. Required for all majors.

Prof. Bruyn

SOCIOLOGY 192—POPULATION (3 Sem. Hrs.)

The scientific study of mortality, fertility, migration, population characteristics and theory, emphasizing the mutual dependence of population and society.

Prof. Giguere

SOCIOLOGY 197—HONORS SEMINAR

A research course designed to allow seminar students to pursue a selected sociological problem in depth. The topic is chosen by the students, research is done under the direction of a faculty committee, and a thesis is submitted at the end of the second semester. Open only to specially qualified students, with the approval of the Department.

THE DEPARTMENT

***SOCIOLOGY 232—ADVANCED CRIMINOLOGY** (3 Sem. Hrs.)

An examination of the broader social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of modern society; white collar crime; the underworld and the political machine.

Prof. Alper

***SOCIOLOGY 267—THE COMMUNITY** (3 Sem. Hrs.)

An analysis of the major structures of modern communities.

Prof. Bruyn

- *SOCIOLOGY 285—SOCIOLOGY OF THE ARTS (3 Sem. Hrs.)
A survey of the influence of social factors upon symbolic expression, including literature, architecture, drama, etc.
Prof. Corbett
- *SOCIOLOGY 287—SOCIOLOGY OF THE MILITARY (3 Sem. Hrs.)
An analysis of the structure and functions of military forces in the modern world.
Prof. Lowry
- *SOCIOLOGY 289—WOMEN IN AMERICAN SOCIETY (3 Sem. Hrs.)
A critical survey of theory and research related to the socialization, roles, and social participation of women in American Society.
Prof. Richards
- *SOCIOLOGY 291—INSTITUTIONAL STRUCTURES (3 Sem. Hrs.)
Analysis of institutional systems with emphasis on the social mechanisms linking central power structures and grass roots organizations.
Prof. Bruyn

*Graduate courses open to qualified undergraduate students with the approval of the Department. Certain other courses listed in the Graduate School Catalogue may be taken as advanced electives with Departmental approval.

DEPARTMENT OF SPEECH

Associate Professor: JOHN H. LAWTON (*Chairman*).

Assistant Professors: MARY T. KINNANE, REV. JOSEPH M. LARKIN, S.J., J. PAUL ALBERT MARCOUX, RICHARD A. SINZINGER.

SPEECH ARTS 51—PUBLIC SPEAKING (3 Sem. Hrs.)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive, and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress.

Prof. Lawton

SPEECH ARTS 53—ORAL INTERPRETATION OF LITERATURE (3 Sem. Hrs.)

The principles and techniques of reading aloud, with emphasis upon the logical meaning and emotional content of various literary forms. Practice in readers' and chamber theater techniques.

Prof. Marcoux

SPEECH ARTS 55—PRINCIPLES OF THEATER ART (3 Sem. Hrs.)

A study of the theatre from the Greeks to the present, indicating the influences of the physical stage on the form and content of dramatic literature.

Prof. Larkin, S.J.

SPEECH ARTS 56—DIRECTING THE PLAY (3 Sem. Hrs.)

A course in the fundamentals of script analysis, blocking, interpretation, and investigation of various schools and techniques of play direction. Some attention is given to lighting and staging of dramatic production.

Prof. Larkin, S.J.

SPEECH ARTS 58—ARGUMENTATION AND GROUP DYNAMICS (3 Sem. Hrs.)

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation and delivery of logical argumentation. Attention is also given to group problem solving through the discussion method. Special emphasis is placed on the techniques of effective discussion leadership and participation. The course may be taken after a semester of public speaking, or without such prior training.

Prof. Lawton

DEPARTMENT OF THEOLOGY

Professors: REV. WILLIAM A. DONAGHY, S.J., REV. EDWARD T. DOUGLAS, S.J., REV. MAURICE V. DULLEA, S.J., REV. ROBERT A. HEWITT, S.J., REV. WILLIAM J. LEONARD, S.J. (*Chairman*), REV. FREDERICK L. MORIARTY, S.J.,* REV. EDWARD L. MURPHY, S.J., REV. JOSEPH E. SHEA, S.J., REV. FRANCIS X. WEISER, S.J.

Associate Professors: REV. EDWARD J. KILMARTIN, S.J.,* REV. JAMES L. MONKS, S.J., DAVID NEIMAN, REV. ROBERT L. RICHARD, S.J., REV. DANIEL J. SAUNDERS, S.J.

Assistant Professors: REV. JOHN J. BEGLEY, S.J., JOSEPH A. BURGESS, REV. WILLIAM J. BURKE, S.J., REV. EDWARD R. CALLAHAN, S.J., REV. JOSEPH P. CAREW, S.J., REV. DAVID F. CARROLL, S.J., REV. JAMES J. CASEY, S.J.,* REV. JOSEPH J. CONNOR, S.J., MARY DALY, REV. DAVID R. CUMMISKEY, S.J., REV. PAUL A. CURTIN, S.J., REV. J. FRANK DEVINE, S.J., REV. JEREMIAH J. DONOVAN, S.J., REV. MILES L. FAY, S.J., REV. ROBERT T. FERRICK, S.J., REV. DANIEL J. FOLEY, S.J., REV. PAUL A. MURPHY, S.J., REV. CHARLES J. REARDON, S.J., REV. CHARLES M. RODDY, S.J. (*Emeritus*), REV. PATRICK J. RYAN, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J.

Instructor: PAUL D. FELTON.

Lecturers: REV. FRANCIS T. FALLON, REV. GEORGE R. FITZGERALD, C.S.P., REV. ANSELM MURPHY, O.S.B., REV. JOHN A. WILCOX.

Visiting Lecturers: REV. JOHN J. CONNELLY, REV. GEORGE W. MACRAE, S.J., REV. RICHARD P. MCBRIEN, REV. JAMES A. O'DONOHUE, REV. ALFONSO G. PALLADINO, REV. FRANCIS X. SHEA, S.J., REV. EDWARD STANTON, S.J., REV. RICHARD TETREAU, S.J., REV. ROBERT P. WHITE, S.J.

*On leave of absence, 1966-1967.

THEOLOGY 10—CHRIST IN PROMISE AND FULFILLMENT (3 Sem. Hrs.)

This course is a study of divine revelation and of faith as man's response to it. The theological meaning of the biblical message is examined in the light of the literary forms and life-circumstances characteristic of the times when the Bible was written. In particular, the Old Testament is presented as the history of God's plan of salvation, and the Gospels as the delineation of Christ as Prophet, Messiah-King, and Son of God.

THE DEPARTMENT

THEOLOGY 20—THE CORPORATE CHRIST (3 Sem. Hrs.)

An historical development of the doctrines of the Incarnation and the Redemption introduces this course and links the Person of Christ with the Church He founded. Scriptural evidence for the structure and growth of the early Church is followed by a presentation of the Church's self-knowledge as reflected in the *Constitution* of the Second Vatican Council.

THE DEPARTMENT

THEOLOGY 50—LIFE IN CHRIST (3 Sem. Hrs.)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally, union with Christ in Church by means of the sacraments. This union, of life and of worship, involves the theological questions of grace, the priesthood, and the liturgy that command most attention in this course.

THE DEPARTMENT

THEOLOGY 51H—MODERN PROBLEMS IN THEOLOGY (3 Sem. Hrs.)

A seminar which explores the relationship of theology to modern politics, art, literature, science, sociology, and church-state problems. The weekly meeting is directed by a Jesuit theologian who is also an expert in the field under discussion.

Open to Seniors in the College of Business Administration.

THEOLOGY 111—THE DEAD SEA SCROLLS (3 Sem. Hrs.)

This course will treat of the discovery, identification, and dating of the Qumran literature and its contents. It will discuss the excavations of the Khirbet Qumran, the Qumran Covenanters, and the Essenes. It will examine Essene beliefs and practices, the Teacher of Righteousness. Finally, it will compare and contrast Essenism, Judaism, and Christianity.

Not offered in 1966-1967.

THEOLOGY 112—THE JOHANNINE LITERATURE OF THE NEW TESTAMENT (3 Sem. Hrs.)

This course will be concerned principally with the Fourth Gospel, but will also incorporate to some extent the Johannine Epistles and the Apocalypse

Prof. MacRae, S.J.

THEOLOGY 116—NEW TESTAMENT INTERPRETATION TODAY (3 Sem. Hrs.)

The major developments in New Testament interpretation during the past century, from Renan and Strauss to Barth and Bultmann.

Prof. Devine, S.J.

THEOLOGY 120—THEOLOGICAL PERSPECTIVES IN MODERN LITERATURE
(3 Sem. Hrs.)

The various visions of man in the contemporary world offered by recent writers who are aware of the theological dimensions.

Not offered in 1966-1967.

Prof. F.X. Shea, S.J.

THEOLOGY 124—SECULAR CHRISTIANITY (3 Sem. Hrs.)

A consideration of the thought of such contemporaries as Bonhoeffer, Robinson, and Harvey Cox.

Prof. McBrien

THEOLOGY 125—TENSIONS IN CONTEMPORARY CHRISTIAN THEOLOGIES
(3 Sem. Hrs.)

A study of contemporary theology, embracing the biblicohistorical schools: Tillich and his school; Robinson, Routley, and the British "honest to God" school; Altizer, Van Buren, Vahanian, and the American "new symbols" schools, with special emphasis on the epistemological presuppositions of each.

Prof. Richard, S.J.

THEOLOGY 126—PATTERNS OF CONTEMPORARY CHRISTIAN INVOLVE-
MENT (3 Sem. Hrs.)

Modalities of the Christian experience analyzed and illustrated in the light of contemporary theology, sociology, and psychology.

Prof. Burke, S.J.

THEOLOGY 128—THE TRANSCENDENT IN RECENT THOUGHT
(3 Sem. Hrs.)

A critical study of contemporary man's search for God as posed by such philosophers as Whitehead, Heidegger, and Tillich.

Prof. Owens

THEOLOGY 130—PSYCHOLOGY OF RELIGIOUS EXPERIENCE
(3 Sem. Hrs.)

The dynamic factors in personality development that have their roots in the religious experience of the individual in contemporary society.

Prof. A. Murphy, O.S.B.

THEOLOGY 133—THE REFORMATION (3 Sem. Hrs.)

This course will present the principal figures and issues of the Reformation, especially in Germany.

Prof. Miller

THEOLOGY 134—THE FAITH-REASON CONFLICT (3 Sem. Hrs.)

An examination of the conflict between faith and reason through a detailed study of the major historical and philosophical currents of the high Middle Ages.

Prof. Tetreau, S.J.

THEOLOGY 135—RELIGIOUS CURRENTS IN THE THIRD CENTURY
CHURCH (3 Sem. Hrs.)

The history of the Church in the third century is one of expansion and development. This course will consider the remarkable growth of Christianity in Rome, Africa, Alexandria, and Palestine. Then, with the Decian persecution, it will examine the weakness of Christians, the apostasies that gave rise to such acute problems as the forgiveness of sins of apostasy, actual schism, the challenge to the authority of the episcopacy, the baptism of heretics, and the threat to the unity of the Church.

Not offered in 1966-1967.

THEOLOGY 136—ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION
(3 Sem. Hrs.)

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis.

Prof. D. Gallagher

THEOLOGY 139-140—BIBLICAL GREEK (6 Sem. Hrs.)

This course is designed for students who desire to read the New Testament and other documents of early Christianity written in Greek, with emphasis on the study of grammar and syntax together with selected readings in the New Testament. The prior study of Greek is not required.

Prof. Thayer, S.J.

THEOLOGY 141-142—ELEMENTARY BIBLICAL HEBREW (6 Sem. Hrs.)

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read passages of the Hebrew Old Testament.

Prof. J. Donovan, S.J.

THEOLOGY 143—JEWISH HISTORY, 450 B.C. - 135 A.D. (3 Sem. Hrs.)

A study of the history of Judea from the re-establishment of the state during the days of Ezra (ca. 450 B.C.) to the failure of the Bar-Kokhba uprising under Hadrian (ca. 135 A.D.).

Prof. Neiman

THEOLOGY 144—THE MAJOR PROPHETS OF THE OLD TESTAMENT
(3 Sem. Hrs.)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

Prof. Connor, S.J.

THEOLOGY 145-146—SELECTED READINGS IN BIBLICAL HEBREW
(6 Sem. Hrs.)

This course is open to students who have manifested an ability in elementary Biblical Hebrew. Its objective is to give the student a deeper understanding and competence in reading the Old Testament.

Prof. J. Donovan, S.J.

THEOLOGY 147—HEBREW LITERATURE IN THE AGE OF THE NEW
TESTAMENT (3 Sem. Hrs.)

An examination of the major works of Hebrew literature contemporaneous with the New Testament.

Prof. Neiman

THEOLOGY 148—THE PHILOSOPHY OF THE HEBREW EXPERIENCE
(3 Sem. Hrs.)

A study of the world-view of the Hebrew people, concentrating on their concept of God; contrasts with other archaic cultures.

Prof. Cudaby

THEOLOGY 149—THE BOOK OF GENESIS (3 Sem. Hrs.)

An examination of the Book of Genesis in the light of archaeological and literary discoveries in the ancient Near East.

Prof. Neiman

THEOLOGY 162—WORSHIP IN THE WEST (3 Sem. Hrs.)

The evolution of the forms of worship as reflecting the patterns of western culture from apostolic times to the reforms of the Second Vatican Council.

Prof. Leonard, S.J.

THEOLOGY 163—PASTORAL LITURGY (3 Sem. Hrs.)

The demands made on the Christian for meaningful, fully human involvement in the symbolic action of the liturgy.

Prof. Diederich, S.J.

THEOLOGY 165—A HISTORY OF CHRISTIAN WORSHIP (3 Sem. Hrs.)

This course will review the development of both private and social prayer among Christians, pointing out its antecedents in the prayer of the Old Testament, its origins in the precept and example of Christ, and its growth from apostolic times. Subjects for discussion will include psalmody, acclamations and invocations, hymns, creeds, litanies, the contents of the liturgical books (with special reference to the Divine Office), the Christian Year, the Sacraments, blessings and consecrations, devotions to Our Lady and the Saints, and meditation, according to the various schools of spirituality.

Not offered in 1966-1967.

THEOLOGY 166—THE YEAR OF THE LORD (3 Sem. Hrs.)

A study of the origins and development of Christian festivals and observances, especially as they mirror the culture and spirituality of the ages in which they appear and flourish.

Prof. Weiser, S.J.

THEOLOGY 168—TWO THEOLOGICAL MENTALITIES: EASTERN AND
WESTERN CHRISTIANITY (3 Sem. Hrs.)

The problems of Christian unity from the viewpoints of Rome, Constantinople, and Moscow.

Prof. Monks, S.J.

THEOLOGY 174—THEOLOGY OF THE MISSIONARY CHURCH (3 Sem. Hrs.)

This course will discuss the missionary mandate of the Church, the history of missionary endeavors, the problems encountered in bringing the Gospel to unbelievers at home and abroad in the present age.

THE DEPARTMENT

THEOLOGY 176—THE SIGNIFICANCE OF CHRIST IN ECUMENICAL
DIALOGUE (3 Sem. Hrs.)

This course will discuss the place of Christology in the world of today and examine these positions in the light of the historical development of the doctrine.

Prof. Palladino

THEOLOGY 181—GOD AND HUMAN KNOWLEDGE (3 Sem. Hrs.)

An examination of key medieval theories of knowledge with reference to the doctrine of illumination and knowledge of God. Particular attention will be paid to St. Bonaventure and his school.

Prof. Tetreau, S.J.

THEOLOGY 182—DEVELOPMENT AND DEVELOPMENTS IN THEOLOGY
(3 Sem. Hrs.)

The new interest in the development of dogma and a study of its implications.

Prof. D'Arcy, S.J.

THEOLOGY 183—EVOLUTION AND ORIGINAL SIN (3 Sem. Hrs.)

The doctrine of original sin from Augustine to Chardin and its relation to the evolutionary dimension in contemporary thinking.

Prof. Connelly

THEOLOGY 184—THE CHRISTIAN LAYMAN AFTER THE SECOND VATICAN
COUNCIL (3 Sem. Hrs.)

Conciliar recognition of the status and importance of the layman in the twentieth century Church.

Prof. Stanton, S.J.

THEOLOGY 185—FAITH AND THE PROBLEM OF GOD (3 Sem. Hrs.)

A study of some issues in both historical and systematic theology that are related to contemporary problems in unbelief.

Prof. Connelly

THEOLOGY 186—THE THOUGHT OF PAUL TILlich (3 Sem. Hrs.)

A study of an influential modern Protestant theologian, emphasizing the continuity and discontinuity of his thought with scholastic patterns.

Prof. Daly

THEOLOGY 187—THEORIES OF IMMORTALITY (3 Sem. Hrs.)

A consideration of contemporary discussions on death and immortality as a point of departure for a study of these problems in Greek, medieval, and early modern thought.

Prof. Wells

THEOLOGY 191—A HISTORY OF MORAL THEOLOGY (3 Sem. Hrs.)

A survey course in the history of Christian morality.

Prof. O'Donohoe

THEOLOGY 192—CHRISTIAN MORALITY IN THE MODERN WORLD (3 Sem. Hrs.)

A discussion of some of the problems encountered by the Christian conscience in today's world.

Prof. White, S.J.

THEOLOGY 193—SEMINAR ON THE CHANGING PATTERNS OF PARISH LIFE (3 Sem. Hrs.)

Some of the questions to be discussed will be the following: the primacy of total worship; the priesthood as service to the community; the dynamic involvement of pastor and people; the management of parochial funds; the parochial school as opposed to the parish school of religion; the planning of church buildings; ecumenical relations; the parish and the civic community.

Prof. Leonard, S.J.

THEOLOGY 194—PHILOSOPHY OF RELIGION (3 Sem. Hrs.)

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods.

Prof. Cudaby

THEOLOGY 196—AMERICAN CHRISTIANITY (3 Sem. Hrs.)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

Prof. Willis, S.J.

THEOLOGY 197-198—THE HISTORY OF RELIGIONS (6 Sem. Hrs.)

Contributions to the subject from the fields of history, sociology, and psychology, followed by a study of the religions of Greece and Rome, of the ancient Hebrews, of India and China, Islam, and American Protestantism.

THE DEPARTMENT

INTER-DEPARTMENTAL PROGRAMS

The following programs of study were organized to facilitate the study of areas of knowledge which are not covered by a single department. Although most of these courses may be taken for credit by students majoring in various departments, students will be allowed to major in one of the Inter-Departmental areas only upon the recommendation of the Secretary of the Program and with the approval of the Dean.

LINGUISTICS

Administrative Committee: THE DEAN, *Chairman*

DR. LAWRENCE G. JONES, *Director*

This course is designed to provide an introduction to the study of languages for all students majoring in English, Modern Languages, or Philosophy.

LINGUISTICS 191—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

A study of language as a communication system which covers the following topics: the principles and methods of analyzing languages; phonetics, phonology, morphology, and syntax; and the relation of acoustical research, information theory, and symbolic logic to linguistic analysis.

SLAVIC STUDIES

Administrative Committee: THE DEAN, *Chairman*

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SLAVIC 1-2—ELEMENTARY RUSSIAN	(8 Sem. Hrs.)
SLAVIC 5-6—ELEMENTARY SERBO-CROATIAN	(6 Sem. Hrs.)
SLAVIC 7-8—INTERMEDIATE SERBO-CROATIAN	(6 Sem. Hrs.)
SLAVIC 11-12—INTERMEDIATE RUSSIAN	(6 Sem. Hrs.)
SLAVIC 61-62—INTENSIVE INTERMEDIATE RUSSIAN	(12 Sem. Hrs.)
SLAVIC 157-158—SURVEY OF RUSSIAN LITERATURE	(6 Sem. Hrs.)
SLAVIC 161—READINGS IN DOSTOEVSKY	(3 Sem. Hrs.)
SLAVIC 162—READINGS IN CHEKHOV	(3 Sem. Hrs.)
SLAVIC 163—READINGS IN PUSHKIN	(3 Sem. Hrs.)
SLAVIC 164—READINGS IN TOLSTOY	(3 Sem. Hrs.)
SLAVIC 192—STRUCTURE OF MODERN RUSSIAN	(3 Sem. Hrs.)
SLAVIC 193—OLD CHURCH SLAVONIC	(3 Sem. Hrs.)
SLAVIC 194—OLD RUSSIAN LITERATURE	(3 Sem. Hrs.)



Russian and East European Center

PROFESSOR RAYMOND T. McNALLY, *Director*

The Russian and East European Center is designed for students who wish to concentrate in a program of courses in Russian and East European history, economics, political science, languages, and philosophy and to prepare them for work in the State Department, intelligence agencies, research, college teaching, and foreign trade. The program is not a substitute for departmental degree requirements. The Center will grant to students a certificate which will be in addition to a degree earned in history, economics, political science, languages, or philosophy. For further details consult the Director. Course offerings are as follows:

- SLAVIC 1—ELEMENTARY RUSSIAN, *Profs. Garrity, Simeonian, Bowen*
- SLAVIC 5—SERBO-CROATIAN, *Prof. Taranovski*
- SLAVIC 11—INTERMEDIATE RUSSIAN, *Profs. Garrity, Bowen*
- SLAVIC 61—INTERMEDIATE INTENSIVE RUSSIAN, *Prof. Simeonian*
- SLAVIC 157—SURVEY OF RUSSIAN LITERATURE, *Prof. Bowen*
- SLAVIC 161—READINGS IN DOSTOEVSKY
- SLAVIC 162—READINGS IN CHEKHOV
- SLAVIC 163—READINGS IN PUSHKIN, *Prof. Bowen*
- SLAVIC 164—READINGS IN TOLSTOY, *Prof. Bowen*
- SLAVIC 192—STRUCTURE OF MODERN RUSSIAN, *Prof. Jones*
- SLAVIC 193—OLD CHURCH SLAVONIC, *Prof. Jones*
- SLAVIC 194—OLD RUSSIAN, *Prof. Jones*
- HISTORY 137—EASTERN EUROPE SINCE WORLD WAR I, *Prof. Florescu*
- HISTORY 138—EASTERN EUROPE TO WORLD WAR I, *Prof. Florescu*
- HISTORY 157-158—HISTORY OF MODERN RUSSIA
- HISTORY 247—RUSSIAN INTELLECTUAL HISTORY, *Prof. McNally*
- PHILOSOPHY 246—CONTEMPORARY MARXISM, *Prof. Adelman, S.J.*
- PHILOSOPHY 273—FROM HEGEL TO MARX, *Prof. Navickas*
- ECONOMICS 197—SOVIET ECONOMIC SYSTEMS, *Prof. Smolinski*
- ECONOMICS 198—COMPARATIVE ECONOMIC SYSTEMS, *Prof. Smolinski*
- POLITICAL SCIENCE 153—SOVIET POLITICAL INSTITUTIONS, *Prof. Tang*
- POLITICAL SCIENCE 156—SOVIET FOREIGN POLICY, *Prof. Tang*
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- POLITICAL SCIENCE 158—GOVERNMENT AND POLITICS OF CENTRAL EUROPE, *Prof. Tang*
- POLITICAL SCIENCE 254—SINO-SOVIET RELATIONS, *Prof. Tang*

COLLEGE ORGANIZATIONS

In addition to the traditional classroom matter and methods, there has always been at Boston College, as at all Jesuit Institutions, a great interest in extra-curricular activities. Essentially, these activities are a development of and a supplement to the courses of study in the regular curriculum. They are also a practical application of classroom learning to contemporary life, and an important means of stimulating that social contact between individuals of similar cultural interests which plays an important part in a rounded liberal arts education. As such, they were outlined as long ago as 1599 in the Jesuit *Ratio Studiorum* under the heading of "Academies" and have always been a notable feature of Jesuit education.

EXTRACURRICULAR ACTIVITIES OF UNDERGRADUATE SCHOOLS

<i>Organization</i>	<i>Faculty Adviser</i>
Accounting Academy	Mr. Arthur L. Glynn
Alpha and Omega	Dr. Michael Anello
Alpha Kappa Psi	Mr. Richard A. Bruno
Alpha Sigma Nu	Rev. Arthur A. MacGillivray, S.J.
American Chemical Society Affiliates	Dr. O. Francis Bennett
Bellarmino Law and Government Academy	Dr. Gary P. Brazier
Bellarmino Speakers Club (Evening College)	Mr. Robert B. Russell
Beta Gamma Sigma	Rev. Alfred J. Jolson, S.J.
Bl. Oliver Plunkett Society	Rev. Martin P. Harney, S.J.
Business Club	Dr. Edgar F. Huse
Cadet Officers Club	Major Amona K. Ho, U.S.A.
Campus Council	Mr. James P. McIntyre
Le Cercle Francais	Mr. James F. Flagg, Jr.
Circle K Club	Mr. Christopher J. Flynn, Jr.
Class Activities	
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Sophomore	Mr. Russell Masterson
Junior	Rev. John A. McCarthy, S.J.
Senior	Rev. George F. Lawlor, S.J.
Classics Academy	Rev. Carl J. Thayer, S.J.
CBA Debating Society	Mr. Joseph M. McCafferty
CBA Toastmasters Circle	Mr. Daniel L. McCue, Jr.
Confraternity of Christian Doctrine	Rev. Edward J. Gorman, S.J.
Cosmos, Journal of Science	Dr. Andre J. de Bethune
Council for Exceptional Children	Dr. Katharine C. Cotter
Council of Resident Men	Rev. John F. Caulfield, S.J.

Council of Resident Women, School of Education	Miss Mary Griffin
Council of Resident Women, School of Nursing	Miss Helen A. Kumpan
Delta Sigma Pi	Mr. Frederick J. Zappala
Dramatic Society	Mr. Joseph M. Larkin, S.J.
Economics Academy	Dr. David J. Loschky
English Academy	Dr. Richard E. Malany
English Academy, School of Nursing	Dr. Clara M. Siggins
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Fulton Debating Society	Mr. James J. Unger
Geology Club	Rev. James W. Skehan, S.J.
German Academy	Mr. David Parent
Gold Key Society	Rev. Robert Ferrick, S.J.
Heights	Rev. Robert J. Cheney, S.J.
Historical Society	Rev. Leonard P. Mahoney, S.J.
Humanities	Dr. John L. Heineman
International Club	Dr. Raymond T. McNally
Intramurals	Mr. Malcolm McLoud
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Knights of Columbus	Rev. Richard T. Murphy, S.J.
Lay Apostolate	Rev. David R. Cummiskey, S.J.
League of the Sacred Heart	Rev. John Gallagher, S.J.
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University Chorale	Rev. Daniel J. Foley, S.J.
Omicron Chi Epsilon	Dr. Alice E. Bourneuf
Order of the Cross and Crown	Rev. Alexander G. Duncan, S.J.
Philatelist Club	Rev. Alfred J. Jolson, S.J.
Philosophy Club	Rev. Leo A. Reilly, S.J.
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Pius XII Academy	Dr. Catherine M. Downey

Public Affairs Forum	Rev. Robert J. McEwen, S.J.
Psychology Club	Dr. Daniel J. Baer
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Campus Broadcasting Station—WVBC	Rev. Daniel J. Saunders, S.J.
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Applications for scholarship aid are to be directed to the Scholarship Committee. The holder of a scholarship will be required to maintain high rank in his class for proficiency, diligence, and good conduct.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$1400.00.

The Scholarship Funds contributed are recorded on the following pages.

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THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP

THE VINCENT P. ROBERTS SCHOLARSHIP

THE ROCKWELL SCHOLARSHIP

THE ROSE RONDEAU SCHOLARSHIP

THE VERA RYAN SCHOLARSHIP

THE ST. CATHERINE'S GUILD SCHOLARSHIP

THE BERNARD SCALLEY SCHOLARSHIP

THE REVEREND WILLIAM J. SCANLON, S.J. SCHOLARSHIP

THE MARY ANN SCOTT SCHOLARSHIP

To be awarded to a student who wishes to study for the priesthood,
preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP

THE REVEREND JOHN J. SHAW SCHOLARSHIP

THE KATHERINE SHERLOCK SCHOLARSHIP

THE JOSEPH F. SINNOTT SCHOLARSHIP

THE REVEREND JAMES F. STANTON SCHOLARSHIP

THE REVEREND DENNIS J. SULLIVAN SCHOLARSHIP

THE ELLIE MULLEN SULLIVAN SCHOLARSHIP

THE JOHN SULLIVAN SCHOLARSHIP

THE MICHAEL H. SULLIVAN SCHOLARSHIP

THE ELIZABETH C. SUPPLE SCHOLARSHIP

THE REVEREND JAMES N. SUPPLE SCHOLARSHIP

To be awarded to a worthy student from the Parish of St. Francis de Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP

To be awarded to a deserving student from the Parish of St. Francis de Sales, Charlestown.

THE S. ALICE SYLVIA SCHOLARSHIP

THE DR. AND MRS. E. TESONE SCHOLARSHIP

To be awarded to residents of Everett, Massachusetts who are students in pre-medical or pre-dental program or students in the School of Nursing.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIP

To be awarded to the two most successful young men graduating from the St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIP

THE MARGARET TULLY SCHOLARSHIP

THE LEMUEL P. VAUGHAN SCHOLARSHIP

THE CATHERINE R. H. WALLACE SCHOLARSHIP

THE ANNA H. WARD SCHOLARSHIP

THE CHARLES S. WARD SCHOLARSHIP

To be awarded to residents of the city of Marlborough, Massachusetts.

THE MARY L. WOODS SCHOLARSHIP

THE PATRICK J. WOODS SCHOLARSHIP

To be awarded to a student from Peabody.

THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP

BOSTON COLLEGE

THE SCHOOL OF
LIBERAL ARTS

LENOX

MASSACHUSETTS

OFFICERS OF ACADEMIC ADMINISTRATION

VERY REVEREND THOMAS N. LANNON, S.J., *Rector*REVEREND PATRICK A. SULLIVAN, S.J., *Dean*

THE SCHOOL OF LIBERAL ARTS

Shadowbrook, located at Lenox, Massachusetts, is a part of the College of Arts and Sciences of Boston College. It is the training school for the members of the New England Province of the Society of Jesus. The collegiate studies pursued there are the first part of the educational training in the formation of a Jesuit. These four years of study are followed by three years in the school of Philosophy and Science, by a period of teaching of three to five years, then by four years of theology in the School of Divinity, and finally by one year devoted to higher ascetical study.

On his admission to the Jesuit order, the student begins a period of two years of study that is largely ascetical, consequently non-academic, in character. To keep up his academic interests, however, about three hours each day are devoted to academic study, one to Latin, another to Greek, and a third to English. Vacations, as well as other periods of leisure, are utilized for the acquisition of modern foreign languages. During the second period of two years, the student's interest is concentrated on humanistic studies.

ADMISSION REQUIREMENTS

The minimum scholastic entrance requirements to this Division include certification from an approved secondary school. Students are also admitted from colleges and universities. In accordance with the purpose of the school, the enrollment in this Division is limited to members of the Jesuit Order.

DESCRIPTION OF COURSES

GREEK

GREEK 1-2S—ELEMENTARY GREEK (6 Sem. Hrs.)
An introduction to Attic Greek.

GREEK 3-4S—INTRODUCTION TO SCRIPTURAL GREEK (6 Sem. Hrs.)
Grammar, syntax, and readings from the New Testament.

GREEK 11-12S—INTERMEDIATE GREEK (6 Sem. Hrs.)
Selections in Homer and the Greek writers of prose and drama.

GREEK 21-22S—GREEK DRAMA AND PROSE (6 Sem. Hrs.)
Sophocles and the Orators are studied.

GREEK 101-102S—GREEK LITERATURE IN TRANSLATION (6 Sem. Hrs.)
A study of the works of Homer, Thucydides, and Aristophanes.

GREEK 103-104S—GREEK LITERATURE IN TRANSLATION (6 Sem. Hrs.)
Selected dramas of Aeschylus, Sophocles, and Euripides are studied.

GREEK 121-122S—READINGS IN GREEK LITERATURE (6 Sem. Hrs.)
Selected readings in Greek. Special class for advanced students.

LATIN

- LATIN 1-2S—INTRODUCTION TO LATIN LITERATURE I (6 Sem. Hrs.)
A review of grammar and a reading of selected authors.
- LATIN 3-4S—INTRODUCTION TO LATIN LITERATURE II (6 Sem. Hrs.)
A continuation of Latin 1-2S, with readings of selected authors.
- LATIN 5-6S—READINGS IN LATIN LITERATURE (6 Sem. Hrs.)
A study of Vergil's *Aeneid*, and the works of Horace, Catulus, and Livy.
- LATIN 21-22S—ROMAN SATIRE AND COMEDY (6 Sem. Hrs.)
A study of selected works of Juvenal, Horace, and Plautus.
- LATIN 101S—CICERO'S LETTERS (3 Sem. Hrs.)
A study of Cicero's letters, with emphasis on the historical and political background of the period.
- LATIN 102S—ROMAN DRAMA (3 Sem. Hrs.)
A study of the origin and development of Roman drama, with emphasis on the works of Plautus and Terence.
- LATIN 121-122S—VERGIL: *Aeneid*, *Georgics*, *Bucolics* (6 Sem. Hrs.)
A special class for advanced students.
- LATIN 123-124S—OVID'S *Metamorphoses* (6 Sem. Hrs.)
An extensive study of Ovid and his influence on literature and art.
- LATIN 125-126S—LUCRETIVUS (6 Sem. Hrs.)
A study of the works of Lucretius, with emphasis on his philosophy.

ENGLISH

- ENGLISH 1-2S—INTRODUCTION TO LITERATURE (6 Sem. Hrs.)
The general aim of this course is to assist the student in developing an appreciation of what is best in literature through a wide and intensive reading of poetry and prose. Frequent short critical or creative papers are required.
- ENGLISH 115S—THE ART OF FICTION (3 Sem. Hrs.)
A study of the novel from Jane Austen to Virginia Woolf, including *Emma*, *Great Expectations*, *The Mill on the Floss*, *Jude the Obscure*, *Lord Jim*, *Portrait of the Artist*, *Women in Love*, and *To the Lighthouse*.
- ENGLISH 135S—SHAKESPEARE (3 Sem. Hrs.)
A critical study of *Richard II*, *Romeo and Juliet*, *Troilus and Cressida*, *Twelfth Night*, *King Lear*, *Antony and Cleopatra*, *Othello*, *The Tempest*, *Coriolanus* and *Hamlet* as a basis for a consideration of Shakespeare's development as a dramatist, and of his changing attitude toward life.

ENGLISH 172S—AMERICAN POETRY FROM WHITMAN TO WALLACE
STEVENS (3 Sem. Hrs.)

A reading of American poetry from 1850 to 1950, with particular emphasis on Whitman, Dickinson, Crane, Frost, and Stevens, in an attempt to define the characteristic concerns of these writers and their problems in expressing these concerns.

ENGLISH 179S—MODERN DRAMA (3 Sem. Hrs.)

A study of important contributors to the drama of today, with special attention to recent innovators such as Becket and Ionesco.

FINE ARTS

FINE ARTS 60S—MUSIC IN WESTERN CULTURE (1 Sem. Hr.)

A study of the development and styles of music in the Renaissance, Baroque, Classical, Romantic, and Modern periods through the works of representative composers.

FINE ARTS 151S—FUNDAMENTALS OF MUSIC (1 Sem. Hr.)

Notation and scales; elements of rhythm, melody, harmony, and forms.

FRENCH

FRENCH 1-2S—ELEMENTARY FRENCH (6 Sem. Hrs.)

For students who are beginning the study of French. An intensive study of French grammar and suitable reading exercises. The oral-aural approach is used.

FRENCH 3-4S—INTERMEDIATE FRENCH (6 Sem. Hrs.)

Review of French grammar and the reading of prose of moderate difficulty.

FRENCH 5-6S—ADVANCED FRENCH (6 Sem. Hrs.)

The advanced study of grammar and reading of the masterpieces of French literature.

FRENCH 17-18S—SURVEY OF FRENCH LITERATURE (6 Sem. Hrs.)

The readings are selected from different types of modern French poetry, drama, and prose.

GERMAN

GERMAN 1-2S—ELEMENTARY GERMAN (6 Sem. Hrs.)

A course for beginners. An intensive training in grammar with suitable reading exercises. The oral-aural approach is used.

GERMAN 3-4S—INTERMEDIATE GERMAN (6 Sem. Hrs.)

A review of the grammar and the reading of prose of moderate difficulty.

GERMAN 5-6S—ADVANCED GERMAN (6 Sem. Hrs.)

The advanced study of grammar with selected readings from the German classics and from modern authors.

GERMAN 17-18S—SURVEY OF GERMAN LITERATURE (6 Sem. Hrs.)

Selected readings from different types of prose: critical, scientific, historical, and literary.

HISTORY

HISTORY 3S—CHURCH HISTORY (2 Sem. Hrs.)

General Survey of Catholicism, with emphasis on major problems.

HISTORY 11-12S—MEDIEVAL FOUNDATIONS OF WESTERN CIVILIZATIONS (6 Sem. Hrs.)

A survey of the political, institutional and cultural developments from Constantine to the Renaissance.

HISTORY 13-14S—EUROPEAN CIVILIZATION SINCE 1500 (6 Sem. Hrs.)

This course is a continuation of History 11-12S. It treats the significant phases of European post World War II situation.

HISTORY 143S—EUROPE SINCE THE RUSSIAN REVOLUTION (3 Sem. Hrs.)

A detailed study of national and international affairs in Europe since the Russian Revolution.

HISTORY 121-122S—RENAISSANCE AND REFORMATION (6 Sem. Hrs.)

The first semester is devoted to the Italian Renaissance; the second semester is concerned chiefly with the German Reformation.

HISTORY 131S—GERMANY SINCE 1848 (6 Sem. Hrs.)

A general survey of German history during the last hundred years.

MATHEMATICS

MATHEMATICS 1-2S—ANALYTIC GEOMETRY AND CALCULUS (6 Sem. Hrs.)

Beginning with the elements of analytic geometry, including a discussion of lines, circles, and parabolas, the course then proceeds to a consideration of standard topics in calculus: limit, continuity, derivative, and integral. The treatment of derivative includes differentiation of algebraic and transcendental functions along with applications. Additional topics will be conics, parametric equations, and polar coordinates.

MATHEMATICS 23-24S—INTERMEDIATE CALCULUS (6 Sem. Hrs.)

This is a continuation of Mathematics 1-2S.

MATHEMATICS 3-4—PRINCIPLES OF MODERN MATHEMATICS

(6 Sem. Hrs.)

This is an introduction to the significant principles of modern Mathematics.

PHILOSOPHY

PHILOSOPHY 21SW—INTRODUCTION TO PHILOSOPHY (3 Sem. Hrs.)

A presentation of philosophical questioning and various perspectives in this sort of questioning, leading to a discussion of the need for order in proceeding and of how this order is to be understood in terms of the three operations of intelligence as well as in terms of the subjects to be considered.

PHILOSOPHY 22SW—HISTORY OF PHILOSOPHY (3 Sem. Hrs.)

This course introduces the student to the main problems of philosophy beginning with Descartes, and indicates their influence on contemporary philosophical thought.

SPEECH

SPEECH 1-2S—FUNDAMENTALS OF VOICE AND ARTICULATION

(2 Sem. Hrs.)

The object of this course is to eliminate any major speech defects, and to initiate or confirm good habits of breath control, vocal production, and enunciation.

SPEECH 3-4S—FUNDAMENTALS OF PHRASING IN SPEECH (2 Sem. Hrs.)

This course continues the fundamentals, with a view to their incorporation into meaningful *legato* phrasing.

SPEECH 5S—THE ART OF SPEECH (1 Sem. Hr.)

The study of the art of speech leads the student from analysis of speech principles to their practical synthesis by habit.

SPEECH 6S—THE ART OF INTERPRETATION (1 Sem. Hr.)

The object of this course is to exercise the student in progressively more difficult challenges in oral expression, including proper use of a microphone under a variety of conditions.

THEOLOGY

THEOLOGY 1-2S—THE OLD TESTAMENT—A SURVEY COURSE

(4 Sem. Hrs.)

A study of the formation of the People of God, with special emphasis upon the historical, prophetic and sapiential books. Literary forms and modern methods of interpreting Scriptures are analyzed.

THEOLOGY 30S—THE PEOPLE OF GOD

(3 Sem. Hrs.)

Relying on Vatican II's Dogmatic Constitution on the Church, this course will study the Church as the people of God, its structure, the role of the laity and of religious, and conclude with consideration of the escatological pilgrim church.

THEOLOGY 60S—CHRISTIAN LITURGICAL LIFE

(3 Sem. Hrs.)

This course examines the nature of Sacred Liturgy as presented in Vatican II, with emphasis on the Eucharist and on the sacramental encounter between God and man. Salvific and pastoral aspects of the Liturgy will be stressed.

BOSTON COLLEGE

THE SCHOOL OF
PHILOSOPHY

AT

WESTON COLLEGE

WESTON

MASSACHUSETTS

THE SCHOOL OF PHILOSOPHY

OFFICERS OF ACADEMIC ADMINISTRATION

1966 - 1967

REV. PAUL T. LUCEY, S.J., PH.D., *Rector*

REV. REGINALD F. O'NEILL, S.J., PH.D., *Dean*

REV. WILLIAM J. CONNOLLY, S.J., A.M., *Librarian*

HISTORY AND ORGANIZATION

The School of Philosophy of Boston College is located at Weston College on the former Walker estate in the town of Weston, Massachusetts. Weston College was opened on January 2, 1922. It has its own rector, prefect of studies, and dean, as well as a resident faculty in the departments of philosophy, science, and humanities. Courses in these and other subjects are also given by Boston College professors, both during the academic year and during summer sessions. Those students who successfully complete all requirements are granted the civil degree of Bachelor of Arts or Bachelor of Science by Boston College. Elevated October 18, 1932 to the status of a pontifical faculty, Weston College is empowered by the Holy See to grant ecclesiastical degrees for competence in studies in Divinity, including the Licentiate in Philosophy.

ADMISSION

Admission to the School of Philosophy is granted to members of the Society of Jesus who have completed the requisite college courses at the School of Liberal Arts in Lenox, Massachusetts, or at another accredited college or university.

GENERAL STATEMENT

The courses offered in the School of Philosophy are of senior college and graduate caliber. They suppose a developed maturity of mind consequent upon the humanistic studies of the junior college level. The basic courses follow the academic program of the *Ratio Studiorum Superiorum Societatis Jesu*. There is a three-year integrated course in all the branches of philosophy. Subordinate to this, other courses are offered in the fields of the natural and social sciences and the humanities. Among the courses listed in the following section, only those which have a "W" added are conducted by the School of Philosophy. All the other courses are offered by other Schools in the University which are currently being attended by students from the School of Philosophy.

BIOLOGY

BIOLOGY 3-4—GENERAL BIOLOGY	(8 Sem. Hrs.)
BIOLOGY 111—CYTOLOGY	(4 Sem. Hrs.)

CHEMISTRY

CHEMISTRY 3-4—GENERAL CHEMISTRY	(8 Sem. Hrs.)
CHEMISTRY 11-12—INORGANIC CHEMISTRY	(8 Sem. Hrs.)
CHEMISTRY 31-32—ORGANIC CHEMISTRY	(8 Sem. Hrs.)

CLASSICS

LATIN 11-12—INTERMEDIATE LATIN	(6 Sem. Hrs.)
CLASSICS 139-140—THE PRE-SOCRATICS	(6 Sem. Hrs.)
CLASSICS 141-142—DIALOGUES OF PLATO	(6 Sem. Hrs.)
CLASSICS 159-160—HOMER	(6 Sem. Hrs.)
CLASSICS 177-178—LUCRETIVS I & II	(6 Sem. Hrs.)
CLASSICS 185-186—LATE ROMAN AUTHORS I & II	(6 Sem. Hrs.)
CLASSICS 189-190—CHRISTIAN LATIN LITERATURE I & II	(6 Sem. Hrs.)

ECONOMICS

ECONOMICS 31—PRINCIPLES OF ECONOMICS: MACRO	(3 Sem. Hrs.)
ECONOMICS 32—PRINCIPLES OF ECONOMICS: MICRO	(3 Sem. Hrs.)

EDUCATION

EDUCATION 51W—PUBLIC SPEAKING	(3 Sem. Hrs.)
EDUCATION 53W—ORAL INTERPRETATION OF LITERATURE	(3 Sem. Hrs.)
EDUCATION 58W—ARGUMENTATION AND GROUP DYNAMICS	(3 Sem. Hrs.)
EDUCATION 101—PHILOSOPHY OF EDUCATION	(3 Sem. Hrs.)
EDUCATION 140W—PSYCHOLOGY OF RELIGIOUS EDUCATION	(3 Sem. Hrs.)
EDUCATION 141—PSYCHOLOGY OF LEARNING	(3 Sem. Hrs.)
EDUCATION 145—PSYCHOLOGY OF ADOLESCENCE	(3 Sem. Hrs.)
EDUCATION 154W—SOCIOLOGY OF EDUCATION	(3 Sem. Hrs.)

ENGLISH

ENGLISH 101-102—INTRODUCTION TO ENGLISH STUDIES	(6 Sem. Hrs.)
ENGLISH 112—CHAUCER	(3 Sem. Hrs.)
ENGLISH 116—THEORIES OF ENGLISH FICTION	(3 Sem. Hrs.)
ENGLISH 118-119—SURVEY OF THE DRAMA I & II	(6 Sem. Hrs.)
ENGLISH 123—THE RENAISSANCE	(3 Sem. Hrs.)
ENGLISH 127—SHAKESPEARE'S COMEDIES AND HISTORIES	(3 Sem. Hrs.)
ENGLISH 128—SHAKESPEARE'S TRAGEDIES	(3 Sem. Hrs.)
ENGLISH 133—METAPHYSICAL POETRY	(3 Sem. Hrs.)
ENGLISH 148—THE AGE OF JOHNSON	(3 Sem. Hrs.)
ENGLISH 157—VICTORIAN POETRY AND PROSE II	(3 Sem. Hrs.)
ENGLISH 158—ENGLISH FICTION: DEFOE TO AUSTIN	(3 Sem. Hrs.)

ENGLISH 177-178—SEMINAL IDEAS IN AMERICAN LITERATURE	(6 Sem. Hrs.)
ENGLISH 179—CONTEMPORARY AMERICAN POETRY AND DRAMA	(3 Sem. Hrs.)
ENGLISH 180—CONTEMPORARY AMERICAN FICTION	(3 Sem. Hrs.)
ENGLISH 181—CREATIVE WRITING: THE CRAFT OF FICTION	(3 Sem. Hrs.)
ENGLISH 188—YEATS AND JOYCE	(3 Sem. Hrs.)
ENGLISH 190—ENGLISH PHILOSOPHICAL PROSE	(3 Sem. Hrs.)
ENGLISH 195—LITERARY THEORY	(3 Sem. Hrs.)
ENGLISH 211-212—CHAUCER I & II	(6 Sem. Hrs.)
ENGLISH 233—METAPHYSICAL POETRY	(3 Sem. Hrs.)
ENGLISH 252—THE ROMANTIC MOVEMENT	(3 Sem. Hrs.)
ENGLISH 281—THE SOUTHERN RENAISSANCE IN CONTEMPORARY LITERATURE	(3 Sem. Hrs.)
ENGLISH 337—SEMINAR IN JOHN MILTON	(3 Sem. Hrs.)

GEOLOGY

GEOLOGY 11—PHYSICAL GEOLOGY	(4 Sem. Hrs.)
GEOLOGY 12—HISTORICAL GEOLOGY	(4 Sem. Hrs.)
GEOLOGY 13—PHYSICAL GEOLOGY	(4 Sem. Hrs.)
GEOLOGY 14—HISTORICAL GEOLOGY	(4 Sem. Hrs.)
GEOLOGY 151-152—EARTH SCIENCE	(8 Sem. Hrs.)

HISTORY

HISTORY 1-2—EUROPEAN CIVILIZATION SINCE THE RENAISSANCE	(6 Sem. Hrs.)
HISTORY 75—MEDIEVAL EUROPEAN HISTORY	(3 Sem. Hrs.)
HISTORY 121-122—RENAISSANCE AND REFORMATION	(6 Sem. Hrs.)
HISTORY 139—INTRODUCTION TO HISTORICAL METHODS	(3 Sem. Hrs.)

MATHEMATICS

MATHEMATICS 5-6—CALCULUS I & II	(8 Sem. Hrs.)
MATHEMATICS 17-18—CALCULUS I & II	(8 Sem. Hrs.)
MATHEMATICS 31—CALCULUS I	(3 Sem. Hrs.)
MATHEMATICS 135-136—ADVANCED CALCULUS I & II	(6 Sem. Hrs.)
MATHEMATICS 142—PARTIAL DIFFERENTIAL EQUATIONS OF PHYSICS	(3 Sem. Hrs.)

MODERN LANGUAGES

FRENCH 11-12—INTERMEDIATE FRENCH	(6 Sem. Hrs.)
FRENCH 31-32—INTRODUCTION TO FRENCH	(6 Sem. Hrs.)
FRENCH 41—CONVERSATIONAL FRENCH	(3 Sem. Hrs.)
FRENCH 155-156—THE SYMBOLIST MOVEMENT IN FRENCH LITERATURE	(6 Sem. Hrs.)
FRENCH 215—THE FRENCH EPIC	(3 Sem. Hrs.)
FRENCH 258—CONTES ET NOUVELLES IN THE NINETEENTH CENTURY	(3 Sem. Hrs.)
FRENCH 248—PRE-ROMANTICISM IN FRENCH LITERATURE	(3 Sem. Hrs.)
FRENCH 259—THE PARNASSIAN POETS	(3 Sem. Hrs.)
FRENCH 260—VERLAINE AND RIMBAUD	(3 Sem. Hrs.)
FRENCH 261—BAUDELAIRE	(3 Sem. Hrs.)
FRENCH 262—THE POETRY OF CLAUDEL AND VALERY	(3 Sem. Hrs.)
GERMAN 11-12—INTERMEDIATE GERMAN	(6 Sem. Hrs.)
GERMAN 41-42—CONVERSATIONAL GERMAN	(6 Sem. Hrs.)

PHILOSOPHY

PHILOSOPHY 21W—INTRODUCTION TO PHILOSOPHY	(3 Sem. Hrs.)
A presentation of philosophical questioning and various perspectives in this sort of questioning, leading to a discussion of the need for order in proceeding, and of how this order is to be understood in terms of the three operations of intelligence, as well as in terms of the subjects to be considered.	
PHILOSOPHY 22W—HISTORY OF PHILOSOPHY	(3 Sem. Hrs.)
This course introduces the student to the main problems of philosophy, beginning with Descartes, and indicates their influence on contemporary philosophical thought.	
PHILOSOPHY 51W-52W—PHILOSOPHY OF MAN	(6 Sem. Hrs.)
This course will study the nature of man, his intellectual and moral life. Topics such as freedom, spirituality, immortality, and personality, as well as basic problems in moral philosophy, will be discussed.	
PHILOSOPHY 102—MODERN PHILOSOPHY	(3 Sem. Hrs.)
PHILOSOPHY 103—HISTORY OF MODERN PHILOSOPHY	(3 Sem. Hrs.)
This is a survey course, beginning with Descartes and ending with John Stuart Mill. Problems in knowledge are stressed, and assigned readings in the various philosophers are the basis of the lectures and discussions.	
PHILOSOPHY 107—BIBLICAL SYMBOLISM	(3 Sem. Hrs.)

- PHILOSOPHY 109—THE TRANSCENDENT IN RECENT THOUGHT (3 Sem. Hrs.)
- PHILOSOPHY 111—AESTHETICS (3 Sem. Hrs.)
- PHILOSOPHY 114—ZEN BUDDHISM (3 Sem. Hrs.)
- PHILOSOPHY 125W—NATURAL THEOLOGY (3 Sem. Hrs.)
- This course consists primarily in a study of St. Thomas Aquinas' philosophy of God as found in the *Summa contra Gentiles* and *Summa Theologica*.
- PHILOSOPHY 129—CONTEMPORARY LOGIC (3 Sem. Hrs.)
- PHILOSOPHY 135W—PHILOSOPHY AND MODERN SCIENCE (3 Sem. Hrs.)
- An introduction to the relationship between philosophy and modern physical sciences and mathematics.
- PHILOSOPHY 152W—THEORIES OF KNOWLEDGE (3 Sem. Hrs.)
- With the aim of developing a coherent, realistic theory of knowledge, this course examines the role of sensation, the formation of universal concepts, truth and judgment, the process of ratiocination, and the bases of human testimony. Comparative studies are made of the theories of knowledge offered by Scepticism, Relativism, Idealism, Existentialism, and others. The role of affectivity in knowledge, the kinds of knowledge, the historicity of truth, and problems of diversity and plurality in philosophy are studied.
- PHILOSOPHY 154W—SOCIAL ETHICS (3 Sem. Hrs.)
- A consideration of the social nature of man and of the social dimension in ethical judgments, based on a phenomenology of intersubjectivity and a review of certain structures in human interactions. There will be discussions of such topics as property and man in his economic, familial, professional, political, and international relationships.
- PHILOSOPHY 157W—GENERAL ETHICS (3 Sem. Hrs.)
- Aristotelian-Thomistic moral philosophy is the subject matter of this course, although opposing schools of thought, such as Utilitarianism, Moral Positivism, Moral Sensism, and the moral philosophy of Kant are evaluated. The nature of the moral act; the end of volitional activity; the moral good and its norm; the concept of obligation; natural and positive law; conscience and the nature of right are treated.
- PHILOSOPHY 163—AMERICAN PHILOSOPHY (3 Sem. Hrs.)
- PHILOSOPHY 231—PHILOSOPHY OF INTERSUBJECTIVITY (3 Sem. Hrs.)
- PHILOSOPHY 251W—SELECTED QUESTIONS IN METAPHYSICS (3 Sem. Hrs.)
- An advanced study of selected metaphysical problems.
- PHILOSOPHY 254—EXISTENTIALISM (3 Sem. Hrs.)
- PHILOSOPHY 260—BLONDEL'S PHILOSOPHY OF ACTION (3 Sem. Hrs.)

PHILOSOPHY 262—THEORIES OF IMMORTALITY	(3 Sem. Hrs.)
PHILOSOPHY 324—SEMINAR IN EXISTENTIAL PSYCHOLOGY	(3 Sem. Hrs.)
PHILOSOPHY 333-334—PLATO I & II	(6 Sem. Hrs.)
PHILOSOPHY 340—CONTEMPORARY ANALYTIC PSYCHOLOGY	(3 Sem. Hrs.)
PHILOSOPHY 341—KANT	(3 Sem. Hrs.)
PHILOSOPHY 351-352—METAPHYSICS: SCIENCE OR PROBLEMATIC I & II	(6 Sem. Hrs.)

PHYSICS

PHYSICS 23-24—GENERAL PHYSICS I & II	(8 Sem. Hrs.)
PHYSICS 27-28—GENERAL PHYSICS I & II	(8 Sem. Hrs.)
PHYSICS 35—MECHANICS II	(4 Sem. Hrs.)
PHYSICS 36—ELECTRICITY AND MAGNETISM	(4 Sem. Hrs.)
PHYSICS 121-122—ADVANCED LABORATORY I & II	(2 Sem. Hrs.)
PHYSICS 173-174—INTRODUCTORY QUANTUM MECHANICS I & II	(6 Sem. Hrs.)

POLITICAL SCIENCE

POLITICAL SCIENCE 31-32—INTRODUCTION TO POLITICAL SCIENCE I & II	(6 Sem. Hrs.)
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PSYCHOLOGY

PSYCHOLOGY 31-32—GENERAL PSYCHOLOGY I & II	(6 Sem. Hrs.)
PSYCHOLOGY 121—STATISTICS IN PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 122—PHYSIOLOGICAL PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 135—SEMINAR IN PERSONALITY THEORY	(3 Sem. Hrs.)
PSYCHOLOGY 136—SOCIAL PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 140—PSYCHOLOGY OF RELIGIOUS EDUCATION	(3 Sem. Hrs.)

SOCIOLOGY

SOCIOLOGY 101—INTRODUCTORY SOCIOLOGY	(3 Sem. Hrs.)
SOCIOLOGY 107—SOCIAL PROBLEMS	(3 Sem. Hrs.)
SOCIOLOGY 123—STATISTICS	(3 Sem. Hrs.)
SOCIOLOGY 148—INTRODUCTION TO SOCIAL WORK	(3 Sem. Hrs.)
SOCIOLOGY 154—SOCIOLOGY OF EDUCATION	(3 Sem. Hrs.)
SOCIOLOGY 184—SOCIOLOGICAL THEORY	(3 Sem. Hrs.)

SOCIOLOGY 267—THE COMMUNITY	(3 Sem. Hrs.)
SOCIOLOGY 288—ADVANCED THEORY	(3 Sem. Hrs.)

SPEECH ARTS

SPEECH ARTS 51—PUBLIC SPEAKING	(3 Sem. Hrs.)
SPEECH ARTS 53—ORAL INTERPRETATION OF LITERATURE	(3 Sem. Hrs.)
SPEECH ARTS 58—ARGUMENTATION AND GROUP DYNAMICS	(3 Sem. Hrs.)

SYRIAC

SYRIAC 111-112W—ELEMENTARY SYRIAC	(6 Sem. Hrs.)
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THEOLOGY

THEOLOGY 117-118W—HISTORY OF EARLY CHRISTIANITY	(3 Sem. Hrs.)
THEOLOGY 126—PATTERNS IN CHRISTIAN INVOLVEMENT	(3 Sem. Hrs.)
THEOLOGY 139-140—BIBLICAL GREEK	(6 Sem. Hrs.)
THEOLOGY 186—THOUGHT OF TILlich	(3 Sem. Hrs.)
THEOLOGY 192—CHRISTIAN MORALITY IN THE MODERN WORLD	(3 Sem. Hrs.)
THEOLOGY 194—THE PHILOSOPHY OF RELIGION	(3 Sem. Hrs.)

THE COLLEGE OF BUSINESS ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE COLLEGE OF BUSINESS ADMINISTRATION

HISTORICAL STATEMENT

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College began at 126 Newbury Street in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940, where classes were conducted in Cardinal O'Connell Hall. Following the war, the College of Business Administration moved to its own new permanent building — Fulton Hall — which had been especially constructed for it on the main campus with well-equipped lecture halls, laboratories and conference rooms. With its own large library and Business Research Bureau, Fulton Hall provides functional efficiency for the liberal and professional education of its students.

OBJECTIVES

The specific objective of the College of Business Administration is to provide an undergraduate liberal and professional education for young men who have the qualifications and the ambition to be administrators and executives.

The College of Business Administration offers an integration of both liberal and professional education through its curriculum, its teaching method, and its extracurricular program.

Sixty percent of the curriculum focuses on the traditional liberal arts subjects of English, foreign language, history, mathematics, philosophy and theology (for Catholic students). These courses are taught according to the time-tested principles of the Jesuit *Ratio Studiorum*. They seek through their discipline and their range to develop the whole man intellectually in the Christian tradition.

The remainder of the curriculum covers those professional subjects which provide the basic foundations of management science. The emphasis in this area is not technical but administrative. The professional courses seek to acquaint the student with the functional areas of business, to equip him with the tools necessary for solving business problems, to teach him to analyze business problems critically, and—most important of all—to educate him to make wisely those administrative decisions which are required to solve business problems. A core of business tools—accounting, economics, finance, statistics, business law, management, marketing, organization behavior,—are required of all. In the junior year a student is permitted limited concentration in one of the following fields: accounting, economics, finance, management, or marketing. This specialization provides a deeper analysis and synthesis in a particular area of business. It is limited, however, in order not to distract from the broad professional goals of the program as a whole.

The College of Business Administration is professionally oriented in its method as well as in its curriculum. Its courses, teaching method and extracurricular program are geared not only to the analysis of business problems but to the solution of those problems through rational and socially responsible decision-making. The College seeks to develop not only an analytical mind but also sound practical judgment. It seeks to produce not so much critics of society as leaders of society. In the professional courses case method, business simulation techniques and class projects are used along with the traditional Jesuit teaching method in order to produce this double result of intellectual and prudential maturity. Extracurricular activities of students are both integrated and regulated by the College. Faculty advisors assigned to individual students attempt to harmonize outside work and recreational activities with formal instruction so that the total effect is not only intellectual acumen but also mature judgment.

The entire program is, therefore, professionally oriented. The professional character of the School is manifested in the conduct and deportment of the students as well as in the curriculum they follow.

Professional education at Boston College is not training for a trade. The College of Business Administration accepts only those students who have had four years of college preparatory courses in high school. Nor will it train a student only for his first job. Rather it seeks to educate serious, ambitious, well-motivated young men who aspire to leadership positions in tomorrow's world of business.

COLLEGE OF BUSINESS ADMINISTRATION
ADMINISTRATIVE OFFICERS

- REV. ALFRED J. JOLSON, S.J., M.B.A., S.T.L.
Acting Dean, Dir. of Hon. Prog.
- CHRISTOPHER J. FLYNN, JR., A.M., LL.B. ----- *Assistant Dean*
- REV. JOHN L. GALLAGHER, S.J., M.A., S.T.B. ----- *Student Counselor*
- REV. GEORGE F. LAWLOR, S.J., Ph.D. ----- *Director of Guidance*
- MRS. HERBERT G. SIMMONS, JR., B.A., M.Ed. ----- *Registrar*
- PAUL V. MOYNIHAN, B.S.L.S., A.M. ----- *Librarian*
- ROBERT J. M. O'HARE, B.A., M.S. ----- *Dir., Bureau of Public Affairs*
- CHARLES L. VAUGHN, Ph.D. ----- *Dir., Bureau of Business Research*

FEATURES OF BOSTON COLLEGE EDUCATION

SPIRITUAL TRAINING

A Catholic atmosphere surrounds and permeates all student life at Boston College.

For Catholic students the study of Theology is required as an integral part of their academic program. During the four years of undergraduate education the entire cycle of Catholic dogmatic and spiritual teachings is covered. This formal instruction is supported by various religious and spiritual activities which are carried on during the year. Mass is celebrated daily on the campus. A priest of the faculty, appointed as Student Counselor, is available to advise students on academic, personal and spiritual matters. Other Jesuit priests are readily available for the same purposes.

An opportunity is available for closed, weekend campus retreats which are held frequently during the school year. The College of Business Administration sponsors closed three-day retreats, especially for business students, at local retreat houses.

GUIDANCE AND COUNSELING

Individual adjustment to college life and study is a difficult task for most students. The College realizes this and offers educational direction and assistance both in the selection of the courses most valuable to them and in the mastery of the courses selected. The Guidance Office, by means of interviews, tests, a study of high school records, and other pertinent data, endeavors to obtain knowledge of the scholastic background, interests, and the general and specific abilities of each student. A University office of testing services is available for this purpose. In addition, individual and group instruction is given in study methods, efficient use of the library, and reading development techniques.

Upperclassmen who are members of the honor fraternity, Beta Gamma Sigma, and the honors program are available as tutors for all students especially freshmen and sophomores. The tutors meet with the students individually or in small groups during each semester.

A Director of Guidance who is a member of the American Psychological Association and the American Personnel and Guidance Association, is in charge of the Guidance and Counseling program.

THE LIBRARIES

The Business Administration Library is located in the College of Business Administration, Fulton Hall. The Library contains over 36,000 volumes. It has all the major business journals and an excellent selection of trade, economic, and labor union periodicals. Standard works in all phases of business activities are available for both reference and circulation. A collection of pamphlets complements the book and periodical holdings. The Library has also collected annual reports and listing statements of

numerous business corporations.

The Bapst (General) Library with a collection of over 300,000 volumes is open to all students of the College of Business Administration. So also are the seven other divisional libraries whose joint holdings are in excess of 300,000 volumes.

VOCATIONAL GUIDANCE AND PLACEMENT

The College offers assistance to students and graduates in solving the problems of employment both during their college course and afterwards. The Placement Bureau helps them in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. In the College of Business Administration itself, a faculty member acts as the coordinator of vocational guidance for upperclassmen.

RESERVE OFFICERS TRAINING CORPS, U.S.A.

An Army ROTC Unit (General Military Science) is maintained at Boston College. Military Science is a 4-year elective course. The object of the course of instruction in Military Science is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. Distinguished Military Graduates are offered commissions in the Regular Army. Training in leadership is emphasized. Physically qualified male students aged 14 to 22 years, who are citizens of the United States and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of their Freshman year. Applicants who successfully complete the Basic Course will be enrolled in the Advanced Course, within quota limitations set by the Department of the Army. Sophomores may enroll in the two-year Advanced ROTC Program by successfully completing a six week summer training camp prior to their junior year in lieu of the Basic Course.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board students are able to receive most recently released information regarding opportunities in the service and are able to receive advice on any matters connected with selective service or enlistment.

FOREIGN STUDENT ADVISOR

The University maintains an Office of Advisor for Foreign Students for the information and assistance of all students in the University who are not citizens of the United States. In addition, this office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in all colleges and schools of

the University are required to register with this office at the beginning of each academic year.

STUDENT HEALTH SERVICE

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to the students throughout every class day.

STUDENT ACCIDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off the campus during the academic year. A voluntary sickness and hospital insurance is also available.

OBJECTIVES AND REQUIREMENTS

The Honors Program is an educational experiment in quality business education for outstanding undergraduate students.

The College of Business Administration initiated the program in 1955 with 11 Juniors and Seniors. It was the first such program in the United States and it has been in continuous operation since that year.

The objective of the College of Business Administration is to provide a liberal and professional foundation for prospective business executives. Individual students, however, differ in their ambitions and capacities for development and growth. In recognition of this fact, the Honors Program was created to meet and challenge the capacities of superior students entering the field of collegiate education in business. Its goal is to promote the development of an intelligent businessman who is superior in academic ability and administrative promise.

The Honors Program begins in Sophomore year. Admission is by invitation only. Students extended the privilege of participation are selected on the basis of high school record, demonstrated ability in the Freshman year, faculty recommendations and personal interviews.

An evaluation of each Honors student is made annually to determine if his participation should be continued. A high level of academic achievement, definite contribution to the College and the student body and an active interest in Honors work are expected from those students who wish to remain in the Program.

Individual treatment, intellectual stimulation, independent work and the development of a professional attitude in the approach to business problems constitute the fundamentals of the Program. In addition to enriched course work, the Program includes public academic presentations by the members, seminars on topical events, sessions with the Young Presidents' Organization, and independent research papers based on actual field work in industry.

A brochure giving more complete details is available upon request. Write to the Director of the Honors Program, College of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.

SPECIAL PROGRAMS

ADVANCED PLACEMENT

Entering Freshmen who have had courses of college-level quality in any subject may apply for Advanced Placement in that subject. Although students seeking Advanced Placement will ordinarily be required to submit evidence of the quality of work done in the form of Advanced Placement Examination scores, students who have completed work of high distinction in high school but have not had the opportunity to take these Examinations may also be considered as candidates for Advanced Placement. Advanced Placement, with credit towards the degree, will usually be granted upon the submission of satisfactory test scores, but it is not automatic. The high school record as well as faculty recommendation will also be taken into consideration in determining eventual placement.

SOPHOMORE STANDING

Entering students who have completed work of college-level quality in three or more subjects may apply for admission to the College with the rank of Sophomore. Any student admitted to Sophomore standing is free to complete his degree requirements and be graduated in three years.

No student can be considered for Advanced Placement or Sophomore standing until he has fulfilled the regular requirements for admission to the College of Business Administration. Those interested in securing Advanced Placement in subjects where examinations are not offered by the Advanced Placement Program or in securing Sophomore standing are urged to write for more specific information.

EARLY ADMISSION

Admission to the Freshman Class is occasionally granted to able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis and any interested student who believes he might qualify is invited to write for instruction on how to apply.

JUNIOR YEAR ABROAD

Students who have demonstrated ability to do superior work and given evidence of ability to profit from a year's study at a university in a foreign country may make arrangements to spend their Junior year in study abroad. Ordinarily these students join groups studying at universities in Austria, Italy, Germany, France, Spain or Belgium. Students majoring in any of the modern languages will be urged to make every effort to spend their Junior year in foreign study.

STUDENT ORGANIZATIONS

1. STUDENT GOVERNMENT:

THE STUDENT SENATE OF THE COLLEGE OF BUSINESS ADMINISTRATION serves as the liaison organization between the students and the administration of the College of Business Administration, is the responsible voice of student opinion, and organizes and cooperates in the execution of social and academic functions that involve the whole student body of the College.

2. DEVOTIONAL SOCIETIES:

THE LEAGUE OF THE SACRED HEART AND THE APOSTLESHIP OF PRAYER are organizations whose aim is to keep alive in the students devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month.

THE SODALITY OF THE IMMACULATE CONCEPTION is the leading spiritual organization in every Jesuit College and is composed of those students who seek, under the patronage of Our Lady, personal sanctification and active participation in the work of Catholic Action.

3. HONOR SOCIETIES:

BETA GAMMA SIGMA, Beta of Massachusetts is the Boston College Chapter of Beta Gamma Sigma, the only scholarship honor society in the field of commerce and business recognized by the American Association of Collegiate Schools of Business. Election to membership represents the highest scholastic honor that may be won by a student in commerce and business.

ALPHA SIGMA NU. A chapter of this national honor fraternity for students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior year, must be outstanding in scholarship, loyalty and service to the College.

4. PROFESSIONAL ACTIVITIES:

ACADEMY OF MARKETING EXECUTIVES is open to students who concentrate in Marketing. The club is affiliated with and operates under the sponsorship of the American Marketing Association.

ACCOUNTING ACADEMY has as its objective the development of a professional attitude towards accountancy as a career and the encouragement of high scholarship and sound business ethics among its members. It provides an opportunity for the members to get an understanding of the current problems in the field of accountancy and business in general through discussion among its members and lectures by businessmen and practicing accountants. Frequent meetings are held jointly with the Finance Club to discuss business problems of mutual interests. Membership in the Accounting Academy is open to students who concentrate in Accounting and to others who manifest an interest in accounting.

ALPHA KAPPA PSI. Delta Eta Chapter of Alpha Kappa Psi is a chapter of the oldest professional business fraternity in the United States. Its principal objectives are to further the welfare of its members, to foster scientific research in the fields of commerce, accounting and finance, and to educate the public to appreciate and demand highest ideals therein.

BUSINESS CLUB is primarily designed for Freshmen and Sophomores, to afford opportunity to develop self-expression and initiative in furthering their interest in and knowledge of business procedures and techniques.

C.B.A. DEBATING SOCIETY is intended for Freshmen and Sophomores in the College of Business Administration. Its purpose is to develop ability, poise and confidence in speaking.

C.B.A. TOASTMASTERS' CIRCLE is an organization which affords an opportunity for students to develop further their skill and ability in oral communication.

CIRCLE K CLUB, an affiliate of International Kiwanis, is a service organization open to C.B.A. undergraduates after Freshman year.

DELTA SIGMA PI. Delta Kappa Chapter is a local chapter of this national professional business fraternity whose purposes are to foster the study of business in universities; to encourage scholarship, social activity, and the association of students for their mutual advancement by research and practice; to promote close affiliation between the commercial world and students of commerce; and to promote high standards of ethical conduct in the community.

ECONOMICS ACADEMY offers its members the opportunity to hear experts present their views on modern economic problems and to participate in a discussion of them.

FINANCE CLUB. Students who concentrate in Finance are eligible for membership in this club. The purpose of the Finance Club is to acquaint its members with the current trends in the financial world.

FOREIGN TRADE CLUB consists of students of Economics and Business Administration who are interested in foreign commerce and international economics. The Foreign Trade Club is officially affiliated as a student chapter of the New England Export Club, Inc.

OMICRON CHI EPSILON. A chapter of the only national honor society in the field of Economics was established at Boston College in 1959. Mu Chapter of Boston College elects to membership students majoring in Economics in their Junior year, who have shown high scholastic achievement and loyalty to the ideals of Economics.

PI SIGMA EPSILON. Alpha Sigma Chapter is a local chapter of this collegiate brotherhood of men interested in the advancement of marketing, sales management and selling as a career and profession, who are dedicated to promote the study of these fields in colleges and universities and to stimulate and foster improved methods and techniques and the highest possible ethical standards in the profession of marketing, sales management and selling.

SOCIETY FOR ADVANCEMENT OF MANAGEMENT. The Student Chapter of the Society for Advancement of Management is the professional organ-

ization of the students who concentrate in Management. It works in close cooperation with the Boston Chapter of the Society for Advancement of Management.

5. UNIVERSITY ACTIVITIES (open to CBA students):

Aquinas Circle (Philosophy)
Bellarmine Law and
Government Academy
Cadet Officers Club (ROTC)
Camera Club
Canisius Academy (Theology)
Chess Club
Dramatic Society
French, German, Italian and
Spanish Academies
Fulton Debating Society

Gold Key Society
Lewis Drill Team (ROTC)
Musical Organizations:
Band
University Chorale
Blessed Oliver Plunkett Society
Radio Clubs
Rod and Gun Club
Sociology Academy
World Relations League

6. STUDENT PUBLICATIONS:

JOURNAL OF BUSINESS is an undergraduate publication devoted to the written presentation of current business topics. It is written and edited by students in the College of Business Administration. Its purpose is to develop effective and forceful writing skills.

BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the school. It also serves as a bond between the undergraduate body and the alumni.

BOSTON COLLEGE STYLUS is published quarterly by the undergraduate students of Boston College. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

C.B.A. NEWSLETTER is the official organ of the C.B.A. Student Senate.

7. INTRAMURAL ATHLETICS:

The program of Intramural Athletics, conducted by a staff of experienced directors, serves in the development of the student by providing opportunities to engage in basketball, touch-football, tennis, volleyball, softball, boxing and track.

TUITION AND FEES

Tuition is to be paid semi-annually.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$700.00.

Registration Fee: for Freshmen and new students—\$10.00.

Total: For upperclassmen—\$700.00 plus Laboratory Fees.

For Freshmen and new students—\$710.00 plus Laboratory Fees.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$700.00 plus Second Semester Laboratory Fees.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration — additional	10.00
Tuition—payable semi-annually in advance	1,400.00
Laboratory Fee—per year, per course, payable in advance	20.00
Student Accident Insurance — Required	7.50
Student Sickness Insurance — Optional	12.00
Student Identification Card (Freshmen only)	2.00

SPECIAL FEES

Absentee Test	\$ 10.00
Change of Course	10.00
Change of Individual Subject	5.00
Extra Course—per semester hour credit	50.00
Language Laboratory—per semester	5.00
Science Laboratory—per semester	25.00
Special Students—per semester hour credit	50.00
Certificates, Marks, etc.	1.00
Graduation Fee	10.00

DORMITORY ACCOMMODATIONS

Boston College has dormitory and other boarding accommodations for 1500 men students. For information or requests write to:

Office of the Director of Housing
Boston College
Chestnut Hill, Massachusetts 02167

All students must file with the Registrar both their permanent and temporary addresses.

EXPENSES FOR RESIDENT STUDENTS

Board and Room	\$950.00
Payable in advance at the rate of \$475.00 per semester.	
Room Guarantee	100.00

Deposit is not refundable until student completes his residence at the College either by graduation or by withdrawal in good standing, provided student has completed the current school year in residence.

The Trustees of the College reserve the right to change tuition rates and other fees whenever such action is deemed necessary.

ADMISSIONS

ENTRANCE REQUIREMENTS

Applications for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidates should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the degree are as follows: Two years of a foreign language are required for admission to the College of Business Administration. Freshmen may continue the study of a modern foreign language previously undertaken or elect one of the following: biology, chemistry, geology, physics.

BACHELOR OF SCIENCE

Algebra 2

English 4

Plane Geometry 1

Foreign Language 2

Other standard courses

METHOD OF ADMISSION

All candidates for admission to the College of Business Administration must complete in the senior year the Scholastic Aptitude Test in the December or January Series and three Achievement Tests in the December or January Series. Candidates are urged to take the Scholastic Aptitude Test in December or January and the three Achievement Tests in the January Series. All candidates will take the following Achievement Tests: English, Mathematics, and a third test of the candidate's choice. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II.

Notification of acceptance or rejection will be sent to the applicant between February 1 and April 1, provided the application is complete and College Board Test Scores have been received directly from Educational Testing Service.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests may be obtained from the high school or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or P.O. Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

ADMISSION BY TRANSFER FROM OTHER COLLEGES

Candidates for admission to Boston College from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission with advanced standing must present the following: 1. The requirements for admission to the Freshman class. The results of College Board tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 1025, Berkeley, California. 2. A regular application for admission to Boston College. 3. An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College. 4. Letter of recommendation from the Dean of the college formerly attended. 5. A catalogue of the college from which the candidate is transferring. Applications and transcripts will not be accepted unless received directly by mail from schools and colleges previously attended. The formal application and official transcript must be on file no later than June 20th.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students are accepted in transfer. Because of the limited on-campus and off-campus housing facilities, we are unable to consider transfer students who will require such facilities. Transfer students must complete at least three years in residence to qualify for a Boston College degree.

CORRESPONDENCE

Regarding admission or transfer, correspondence should be sent to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Regarding Scholarships and Loans mail should be addressed to Director of Financial Aid.

REGISTRATION

Information concerning the procedure to be followed in registering will be issued in advance from the Registrar's Office. These directions should be followed carefully.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. Notice of withdrawal must be made in writing and directed to:
Dean, College of Business Administration
Boston College
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition, Science and Registration Fee is to be made by check or Postal Money Order. Those checks must be made out for the proper amount, made payable to Boston College—College of Business Administration—and sent to the Treasurer's Office.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments.

The 2, 3, and 4 year plan includes Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours: Daily 9-5; Saturdays (during Registration) 9-12.

Holders of Scholarships are not exempt from the payment of Registration, Acceptance Deposit, Insurance, and Laboratory Fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit is paid, this deposit is not applicable to any future year.

Students are registered at the beginning of each semester. Tuition for the semester and all semester fees must be paid before registration.

LOANS, SCHOLARSHIPS and AWARDS

REQUIREMENTS

All scholarship candidates must present "B" grades or better in all courses and must take in senior year the Scholastic Aptitude Test in the December or January Series and the three Achievement Tests in the December or January Series. These Tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 1025, Berkeley, California. Applications for scholarships must be received before February 1. Special scholarship applications are sent to the candidates after receipt of the application for admission.

The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey or P.O. Box 1025, Berkeley, California.

All scholarship-aid grants are made on the basis of scholastic achievement and financial need. Although all scholarship aid is granted for four consecutive years, the renewal of this aid year by year is contingent on the continuance of financial need and superior academic performance. Announcement of scholarship-aid awards is made on or before April 10.

LOANS

Details on loans and grants available to students through the National Defense Education Act, can be obtained from the Financial Aids Officer, Mr. John E. Madigan, (Gasson Hall).

SCHOLARSHIPS

There are three hundred Boston College Scholarships with stipends ranging from \$200 to \$2400 awarded each year to students showing outstanding academic ability, character, and leadership. The General Motors Scholarship to Boston College with a maximum grant of \$2000 per year is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need and range from \$200 to \$2400 per year. The total value of Boston College scholarships for Freshmen each year exceeds \$350,000.

GENERAL MOTORS SCHOLARSHIP. A maximum grant of \$2,000 a year awarded by the President of the University.

EDMUND O'CONNELL SCHOLARSHIP. Established by Mr. Patrick A. O'Connell, President of E. T. Slattery Co., Boston, in 1945 in memory of his son, the late Edmund O'Connell. Income on \$8,000. Holder of this scholarship must be a student of the College of Business Administration.

BENEDICT DUDLEY THOMAS DALY SCHOLARSHIP. Established in 1958 by Francis X. Daly, '22 in memory of his brother, the late Benedict Daly, B.S. '23, A.M. '24. Income from a gift in trust.

SILVER ANNIVERSARY SCHOLARSHIP. Established on the occasion of the 25th anniversary of the College of Business Administration.

ST. IGNATIUS RETREAT FUND. A financial aid to encourage and assist students who wish to make a closed retreat while at the College of Business Administration.

AWARDS

THE REVEREND THOMAS I. GASSON, S.J., AWARD, a gold medal founded by Boston College, for general excellence in all courses of study during four years in the College of Business Administration.

THE REVEREND WILLIAM DEVLIN, S.J., AWARD, a gold medal founded by Boston College, for the student of the College of Business Administration who attained the highest average in all courses in Theology during his four year course.

THE REVEREND STEPHEN A. SHEA, S.J., AWARD, a gold medal to be awarded to the senior having the highest average in all courses in Philosophy during his four undergraduate years at the College of Business Administration.

PATRICK A. O'CONNELL MARKETING AWARD, a gold medal founded by Mr. Patrick A. O'Connell, for excellence in all courses studied in the major field of Marketing.

PATRICK A. O'CONNELL FINANCE AWARD, a gold medal founded by Mr. Patrick A. O'Connell, for excellence in all courses studied in the major field of Finance.

JOHN B. ATKINSON AWARD, a gold medal founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

THE REVEREND CHARLES W. LYONS, S.J., AWARD, a gold medal founded by Boston College, for excellence in all courses studied in the major field of Accounting.

THE RIGHT REVEREND JOSEPH M. FITZGIBBONS AWARD, a gift of the Right Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome Church, Arlington, Massachusetts, is awarded to the senior who in the judgment of the faculty has profited most by his years at Boston College.

THE REVEREND EDWARD H. FINNEGAN, S.J., MEMORIAL AWARD, was founded by the Classes of 1949, 1950 and 1951 and his many devoted friends. It is given annually to the senior who has best exemplified the spirit of the College motto "Ever to Excel."

SCHOLARSHIP FUND award of \$400, presented annually at commencement by the Boston College Lay Faculty to help defray the expenses of study at some graduate or professional school is based on the recipient's scholarship, character, extracurricular activity and promise of enduring school loyalty.

FULTON GOLD MEDAL, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize Debate.

LEONARD AWARD. One fifth of the year's net income on approximately twenty thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

DELTA ETA CHAPTER OF ALPHA KAPPA PSI, a professional fraternity in business administration and economics, awards annually the Alpha Kappa Psi Scholarship Key to the male senior student pursuing a degree in the College of Business Administration who has attained the highest scholastic average for three years of collegiate work in Boston College.

DELTA SIGMA PI SCHOLARSHIP KEY was established in 1912 to recognize high scholarship in the field of business administration. The Central Office of the fraternity provides a gold key annually to each university where there is an active chapter of Delta Sigma Pi, and this key is awarded by the faculty to that male senior who upon graduation ranks highest in scholarship for the entire course in business administration.

DELTA SIGMA PI OUTSTANDING JUNIOR AWARD. A cash award presented to an outstanding Junior by Delta Sigma Pi Fraternity.

HUTCHINSON MEMORIAL AWARD, a plaque presented by the American Marketing Association, Boston Chapter, to the outstanding Marketing student for academic and extracurricular achievement.

THE REVEREND JAMES D. SULLIVAN, S.J., AWARD, a gift of the Student Senate of the College of Business Administration, is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

CARDINAL CUSHING AWARD is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Richard Cardinal Cushing. It will be given annually to that undergraduate student who publishes the best creative literary composition (poem, short story, drama or essay) in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members of whom one will be the Chairman of the Department of English. The other two members will be named annually by the President of the University.

BISHOP KELLEHER AWARD is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Most Reverend Louis F. Kelleher. It will be given annually to that undergraduate student who publishes the best scholarly essay on a literary or artistic topic in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members appointed annually by the President of the University.

DENIS H. TULLY AWARD, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded to a student from any of the undergraduate Schools for the best paper on a theological subject.

MATTHEW J. TOOMEY AWARD, is presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the College of Business Administration Honors Program.

WALL STREET JOURNAL AWARD. A medal and a year's subscription to the *Wall Street Journal* given to the Senior who, in the opinion of a faculty committee, has demonstrated outstanding achievement in his major field of study.

DEAN'S LETTER OF COMMENDATION. An award given in recognition of outstanding administrative activity by a College of Business Administration undergraduate.

The following award is made annually in November:

HASKINS & SELLS FOUNDATION AWARD, an annual award of \$500.00 founded by the Trustees of the Haskins & Sells Foundation, Inc., to stimulate higher academic achievement on the part of students majoring in Accounting and to encourage promising students to major in that field. The recipient is elected by the Accounting faculty from among outstanding students majoring in Accounting, who have completed their Junior year and have enrolled as Senior Accounting majors in the College of Business Administration.

ACADEMIC REGULATIONS

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREE

Upon successful completion of all the requirements, a student is awarded a Bachelor of Science degree.

DEGREES WITH HONORS

The degree of Bachelor of Science with Honors is awarded in three grades; with Highest Honors (*summa cum laude*), with High Honors (*magna cum laude*), and with Honors (*cum laude*).

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups; First Honors, Second Honors and Third Honors.

REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C- as the satisfactory standard of scholarship. Failure to maintain this requirement will result in the student being placed on warning or on probation, or being required to withdraw from the College.

COURSE DEFICIENCY

Failure to achieve a passing grade in a course results in a deficiency, which can be made up only by repetition of the course during the Summer School sessions at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall semester or from being awarded his degree on time.

A student who has incurred deficiencies in courses totaling more than six (6) semester hours credit will be dropped from the College. Students who have incurred two deficiencies may be dismissed.

OTHER REGULATIONS

GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all his other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of scholarship and conduct.

CLASS ATTENDANCE

Attendance at class is obligatory for all freshmen except those on the Dean's List. Attendance at class for the other years is free and is left to the maturity and responsibility of the individual student.

ABSENCE FROM SEMESTER EXAMINATIONS

Students who are absent from a semester examination are allowed to take an absentee examination at a later date if they are excused by the Dean. A fee of \$10 will be charged for such absentee examination.

RETREAT

All Catholic students are encouraged to make a Retreat sometime during the academic year. Information on Retreat Houses will be available for all students to make a suitable selection.

ELIGIBILITY

A student is ineligible to hold office in any student activity or to represent Boston College in any major activity or in intercollegiate sports if he incurs two deficiencies or if he incurs one deficiency and if his scholastic average for the semester including the deficiency, is not at least C-. No student is eligible to run for class office unless he has maintained an average of at least C during his course at Boston College and he must also be free from all deficiencies. To hold class office a student must maintain an average of at least C, remain free from deficiencies, and conduct himself in a manner worthy of a student leader.

DRESS

Dress on campus should conform to professional business standards. Students are required to wear suit coats and ties to class.

CURRICULUM

I. THE BASIC PROGRAM FOR ALL FIELDS OF CONCENTRATION

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English 1	3	English 2	3
Mathematics 3*	3	Mathematics 4*	3
Theology 10	3	Philosophy 10 (Introduction)	3
Accounting 1	3	Accounting 2	3
Language, Physical Science or Mathematics**	3	Language, Physical Science or Mathematics***	3
<hr/>		<hr/>	
15		15	

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy 22 (Phil. Anth.)	3	Theology 20	3
Economics 1†	3	Business Law 23	3
Control 31	3	Economics 2†	3
Marketing 21	3	Corporation Finance 21	3
Elective†	3	Production 21	3
<hr/>		<hr/>	
15		15	

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy 21 (Metaphysics)	3	History 11	3
Statistics 51††	3	Concentration	3
Theology 30	3	Concentration	3
Concentration	3	Elective	3
Elective	3	Elective	3
<hr/>		<hr/>	
15		15	

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History 12	3	Philosophy Elective	3
Concentration	3	Business Policy	3
Ethics	3	Concentration	3
Theology 40	3	Concentration	3
Elective	3	Elective	3
<hr/>		<hr/>	
15		15	

* Quantitative Management majors will take a different mathematics course.

** Quantitative Management majors will take Economics 1.

*** Quantitative Management majors will take Economics 2.

† Quantitative Management majors will take a mathematics course.

†† Quantitative Management majors will take a computer programming course.

II. FIELDS OF CONCENTRATION

ACCOUNTING

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of the theory and techniques of accounting. The comprehensive training in accountancy offered is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director and also provides intensive training for those students who intend to practice as Certified Public Accountants.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Intermediate Accounting 51	3	Advanced Accounting 52	3
Cost Accounting 55	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Accounting Problems 101	3	Advanced Accounting Problems 102*	3
Financial Administration 105* ..	3	Auditing 104*	3
Tax Accounting 103*	3	A.D.P. Systems and Controls	3
* Elective.			

ECONOMICS

The required curriculum for Economics Majors is designed to introduce the student in his Junior year to statistical reasoning and techniques, and to the fields of Price Theory and Business Cycles. In his Senior year he will study the economics of labor and the history of economic analysis and public finance. He may, in addition, choose one free elective each semester. These courses are so arranged, each taught by a different professor, that the student will have contact with many members of the Economics faculty during his last two years.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Economic Theory 101	3	Business Cycles 104	3
		Statistical Analysis 124	3

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Labor Economics 140	3	International Trade 171	3
History of Economic Analysis 133	3		

FINANCE

Finance prepares the student for a thorough understanding of the problems connected with the internal financial administration of a business. It deals with problems of working capital, sales forecasting, cash budgeting, long and short run borrowing techniques, and a knowledge of kinds and sources of funds available in the security markets.

The finance student must be thoroughly grounded in accounting and corporate finance, analysis of financial statements, source and application of funds, cost control, inventory control, the use of statistics as a managerial tool, and the influence of taxes, business law and economics on management decisions.

This field of concentration also offers the student an opportunity for a knowledge of real estate, insurance, the principles of investment, banking administration, and international finance.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Investment Principles and Analysis 51	3	Investment Principles and Analysis 52	3
Banking and Financial Administration 53	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Financial Management of Corporations 101	3	Financial Management of Corporations 102	3
Taxes 103	3		

MANAGEMENT

The objective of the Department of Management is twofold: to provide a working knowledge of the production function of business from the point of view of the business man who is responsible for the successful management of its organization, operation, and control; and to impart an appreciation of the problems faced by top-level management and a sound philosophy that may be utilized in their solution.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Personnel Management 52	3	Quantitative Decision Making 61	3
Production Controls 70	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Operations Management 110	3	Operations Management 111	3
		Collective Bargaining 104	3

MARKETING

Marketing encompasses a wide range of business activities involving the distribution of all goods and services from producers to consumers. Specifically, it includes such activities as sales management, sales forecasting, marketing and distribution, research advertising, retail management, new product development, and distribution cost control and analysis.

The approach is managerial and the curriculum aims to help develop administrators rather than mere technicians. The teaching method stresses analysis and decision-making rather than survey and description. This program has been designed to equip students with the training that will enable them to develop into future administrators. A major in Marketing provides a comprehensive foundation for a career in any marketing activity.

The segment of the economy covered in this major is the most dynamic of the various divisions of business management. Therefore, the need is large and growing ever larger for graduates trained to cope with the problems of this relatively new phase of business administration.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Retailing 53	3	Advertising 51	3
Sales Management 55	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Marketing Research 103	3	Marketing Research 104	3
		Marketing Management 106	3

QUANTITATIVE MANAGEMENT*

In recent years, there has been a veritable explosion in the use of quantitative analysis, i.e., the use of mathematics, statistics and computers, in management decision making. As this implies, quantitative techniques are increasingly becoming prerequisite tools of analysis in many business areas, and operations research methodology is finding more and more applicability.

Students majoring in Quantitative Management (QM) will become thoroughly familiar with the methodology and the various techniques of quantitative analysis, and with the application of this analysis in the functional areas of management. While meaningful business applications will be stressed, nonetheless, the mathematical justification of each formula or algorithm will be rigorously developed. Accordingly, before taking any courses in the QM major, students will take, as prerequisites, five courses in mathematics (four in calculus and one in linear algebra) and one course in computer programming.

Upon graduation, students will be ready for admission to top-flight graduate schools, and for positions in industry as operations researchers, systems analysts, and managers. Their training will have sufficient depth and breadth to enable QM majors to modify and amplify the techniques and concepts studied so that they can be readily adapted to the solution of real problems in the real world.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Mathematical Statistics for Management 53	3	Applied Statistical Decision Theory 56	3
		Statistical Forecasting 59	3

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Operations Research 101	3	Operations Research 102	3
		Mathematical Programming in Management 108	3

** This program will be initiated in September, 1967.*

GENERAL BUSINESS

With the Dean's permission, students may concentrate in General Business. This concentration is especially useful for those who plan to associate themselves with smaller firms, where functions are not highly specialized. Students concentrating in General Business may select a program drawn from the course offerings of the various departments. This program must have the approval of a faculty director.

DESCRIPTION OF COURSES

I. PROFESSIONAL COURSES

ACCOUNTING

Chairman: ARTHUR L. GLYNN

Professor: PAUL DEVLIN

Assistant Professors: RICHARD A. BRUNO, STANLEY J. DMOHOWSKI,
HARRY J. KIES, FREDERICK J. ZAPPALA

Instructor: CHARLES J. FOX

Lecturers: JOHN HUMPHREY (visiting), THOMAS KELLY, JOSEPH
McDONOUGH, ERIC STENHOLM, JOHN L. ZIMKA

1. ELEMENTARY ACCOUNTING I. (3)

The basic principles necessary for an intelligent understanding of the books and records used in business. Principles of debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; the voucher system; trial balance; working papers and the preparation of financial statements.

2. ELEMENTARY ACCOUNTING II. (3)

Basic concepts and procedures of accounting are further developed. Trading and manufacturing operations of business organizations are studied. Analysis of the various types of assets and liabilities is made. Statement analysis is emphasized; fund statements, cash flow statements and the basic concepts of consolidation are explored.

31. CONTROL. (3)

A managerial control through the use of cost data is stressed. Among the subjects covered are budgeting, standard cost analysis, cost-volume-profit relationship, differential costs, direct costing and distribution cost analysis.

51. INTERMEDIATE ACCOUNTING. (3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between the various financial statements is constantly reaffirmed. The balance sheet items, assets, liabilities, reserves, funds, and net worth are treated comprehensively. The development of accounting judgment to support executive policy is emphasized. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis.

52. ADVANCED ACCOUNTING. (3)

A detailed study of the more unusual phases of accounting theory. A general review of all principles undertaken through the application of acquired theory to complicated problem work. Matters such as installment accounting, consignment accounting, fiduciary accounting and agency accounting are thoroughly explored.

55. COST ACCOUNTING. (3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision making, capital budgeting and profit planning.

101-102. ADVANCED ACCOUNTING PROBLEMS. (6)

It is the purpose of this course to develop in the student the ability to solve a variety of miscellaneous complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of The American Institute of Accountants involving special aspects of partnerships, mergers, consolidations, corporations, municipal and government accounting, fiduciaries and other advanced fields of accounting. During the second semester cases in controllership providing training in the collection, analysis and presentation of information for modern business management will be thoroughly discussed.

103. TAX ACCOUNTING. (3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.

104. AUDITING. (3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on his assignments.

105. FINANCIAL ADMINISTRATION. (3)

This course develops the administrative functions, quantitative techniques and judgments in the problems of fiscal management through practice in the evaluation of alternatives. Areas of emphasis include administrative organization, working capital management, such as banking relationships, cash, credit and collection procedures, inventory and property control. Forecasting, price level changes, comprehensive budgeting, measuring the parameters of financial needs and resources and profit determinants in the disposition of capital are given special consideration.

106. A.D.P. SYSTEMS AND CONTROL. (3)

The objective of the course is to provide a sound basic knowledge of automatic data processing needed by professional accountants, financial managers and systems analysts for the evaluation of systems efficiency, control and analysis. The course will include problems in systems structuring and practical demonstrations using the facilities of the University Computer Center.

BUSINESS LAW

Chairman: JAMES E. SHAW*

Associate Professors: CHRISTOPHER J. FLYNN, JR., VINCENT A. HARRINGTON, WILLIAM B. HICKEY**

Assistant Professor: PHILIP F. GARITY

Instructor: ALFRED E. SUTHERLAND

Lecturer: FRANK A. MURRAY

* On Leave.

** Acting Chairman.

23. LAW. (3)

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi courts and administrative agencies as remedial agencies. The substantive law of contracts.

51. C.P.A. LAW. (3)

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trusts and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations.

52. INTRODUCTION TO LABOR LAW. (3)

This course is designed to supply the essential background for understanding current labor law. The common law doctrines of criminal conspiracy, civil conspiracy, restraint of trade, interference with advantage relations and injunctions, the Sherman Act as applied to labor, the Clayton Act and labor, the Norris-LaGuardia Act, the Wagner Act, the Taft-Hartley Act and the Landrum-Griffin Act.

104. INSURANCE. (3)

A survey of the various types of insurance including life, accident and health, fire, casualty, public liability, inland marine, automobile, bonds, and other miscellaneous coverages with particular emphasis upon their value and applicability to typical business situations.

106. REAL ESTATE. (3)

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto.

107. CONSTITUTIONAL LAW. (3)

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and some of the implications of the power of judicial review.

ECONOMICS

Professors: ALICE E. BOURNEUF, DONALD J. WHITE*

Associate Professors: VLADIMIR N. BANDERA*, REV. ERNEST B. FOLEY, S.J., WILLIAM R. HUGHES, EDWARD J. KANE, REV. W. SEAVEY JOYCE, S.J., REV. ROBERT J. McEWEN, S.J. (Chairman), LEON SMOLINSKI

Assistant Professors: DAVID A. BELSLEY, REV. ROBERT J. CHENEY, S.J., REV. JAMES CREAMER, S.J., MARCIA D. DAVIDSON, VINCENT F. DUNFEY, ANN FRIEDLAENDER, DAVID J. LOSCHKY, H. MICHAEL MANN, KANTA MARWAH, FRANCIS M. McLAUGHLIN, REV. JOHN J. MURPHY, S.J., HAROLD PETERSEN, CHARLES J. SCULLY, DONALD SHERK, C. GLYN WILLIAMS

Lecturers: JAMES DEAN, REV. MORTIMER H. GAVIN, S.J., EILA HANNI, DOROTHY J. SPARROW, ARNOLD SOLOWAY, ADOLF VANDENDORPE

Teaching Fellows: FRANCIS BREEN, ROBERT COHN, CAROL COMPOSTO, JEANNE DIERKES, EDWARD FORD, JOAN GARRY, GERALD GAUCHER, EDWIN GOODING, BENJAMIN GREENE, JOHN HEISE, EMILY HOFFMAN, RITA KEINTZ, MICHAEL MAGURA, NORMAND NOEL, FRANCIS O'BRIEN, MICHAEL PANIK, IRVIN PARSON, MONIQUE PAUL, CHARLES PLUMMER, FREDERICK SEBOLD, JAMES STARKEY, ANDREW STOLLAR, RAYMOND TORTO, FLORIAN WAWRZYNIAK

* On Leave.

1-2. PRINCIPLES OF ECONOMICS. (6)

This course is designed to introduce the students to the basic concepts of economics which are the foundation of all business operation. It analyzes the functioning of the system of private enterprise, former forms of business and labor organizations, and the role of the government. Among the topics considered are the composition and pricing of national output, the nature of the monetary system, the role of monetary and fiscal policies, the performance of the firm under perfect and imperfect competition, and international trade and finance.

21. ECONOMICS OF MONEY AND BANKING. (3)

A survey is made of the theories of the value of money, principles of commercial banking, the role of bank reserves, and the limitations of deposit creation. Attention is given to the historical background of modern monetary and banking developments, the Federal Reserve System, and relations of government to banking. Special consideration will be given to the problems of central bank control of credit and various proposals for financial reform.

51. STATISTICS. (3)

The purpose of this course is to teach the student the basic techniques used in the compilation and calculation of economic statistics, and to equip him with patterns of analysis and interpretation of quantitative data. The following topics are considered: collection and classification of data; tabular and graphic presentation; frequency distribution; measures of central tendency; normal curve, reliability of measures; time series analysis; index numbers; simple correlation. The course involves lectures, problems and laboratory work.

101. INTERMEDIATE ECONOMIC THEORY. (3)

The purpose of this course is to give the serious student of economics a better understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system.

104. BUSINESS CYCLES. (3)

A theoretical analysis is made of fluctuations and growth in employment and income. Business cycle experience of the United States since World War I is examined in the light of this analysis.

124. INTERMEDIATE STATISTICAL ANALYSIS. (3)

This course is designed to enable the student to apply basic statistical methods to particular business and economic problems, and to introduce more advanced techniques. Emphasis is placed on student research and on developing skill in designing and testing statistical hypotheses. Topics include moment analysis, probability, sampling, estimation of parameters, tests of hypotheses, multivariate analysis, and time series analysis.

Prerequisite: Ec. 51.

133. HISTORY OF ECONOMIC ANALYSIS. (3)

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socio-economic and intellectual background of their times.

140. LABOR ECONOMICS. (3)

After the discussion of the history and present organization of unionism, a detailed study is made of the following topics: union-management cooperation; various theories of wages; economic implications of collective bargaining; and evolution of public policy toward unionism.

151. GOVERNMENT AND BUSINESS. (3)

This course examines intensively the constitutional power and role of the government in protecting, controlling and regulating various aspects of economic activities. This examination will involve a review of the structure and functioning of business enterprises, labor, agriculture, public utilities, transportation, and financial institutions.

159. PAPAL DOCUMENTS OF THE ECONOMIC ORDER. (3)

This course examines economic society and the diverse social relations to which economic life gives rise in the light of Christian teaching on man and society. Specific topics include: needs of man, labor, ownership of property, capital, exchange, price, the market, enterprise and industry, trade unions and management, national and international economy, and the state.

171. THEORY OF INTERNATIONAL TRADE. (3)

This is an analytical and institutional introduction to the field of international trade, payments, and commercial policy. The first part of the course outlines the fundamental theories of the nature of international specialization. This will be followed by an analysis of the sources and correction of disequilibria in the balance of payments and exchange rates. The course will deal with such current issues as the role of government intervention and the formation of customs unions.

For additional Elective Courses in Economics, please consult the Bulletin of the College of Arts and Sciences.

FINANCE

Acting Chairman: WALTER T. GREANEY, JR.

Associate Professors: RAYMOND J. AHERNE, MYA MAUNG

Assistant Professors: CHARLES E. JOHNSON, LUIS A. RODRIGUEZ

Instructors: ARTHUR E. BUSI, EDMOND J. COTTER

21. CORPORATION FINANCE. (3)

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business. The forms of business organizations; the instruments of corporate finance. The work of the promoter; the several instruments used for obtaining funds; the problems of expansion and reorganization.

51-52. INVESTMENT PRINCIPLES AND ANALYSIS. (6)

Designed to train the investor in the various types of securities, and to acquire judgment in applying the rules of safety, income, and marketability to the purchase of securities. The need for caution with regard to diversification in the management of funds is exemplified by student project portfolio handling. Techniques of critical analysis for the various types of securities are demonstrated.

53. BANKING AND FINANCIAL ADMINISTRATION. (3)

An advanced course in banking designed to acquaint both the customer who uses the facilities of the commercial bank and the prospective officers who will render service to the customers, with the principles, practices, the legal responsibilities and problems of commercial banks.

101-102. FINANCIAL MANAGEMENT OF CORPORATIONS. (6)

This course is designed for advanced work in the management of corporate funds. The principles and techniques of measuring and achieving money needs, and the liquidation of debts are emphasized. Corporate financial problems treated extensively include consideration of working capital, investments and financial budgets.

103. TAXES. (3)

Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. Problem illustrations demonstrate the technical and the investment implications of the tax laws. Consideration is given to the economic and historical viewpoints. Planned reading assignments are provided, covering law regulations and explanations.

110. INTERNATIONAL FINANCE. (3)

This course describes and analyzes the institutions of international finance, paying particular attention to the international monetary systems, the money markets and capital markets, the nature of the balance of payments, the instruments used in international transactions and foreign exchange problems.

MANAGEMENT

Chairman: JUSTIN C. CRONIN

Professors: CHARLES H. SAVAGE, ALBERT J. SIMONE, DONALD J. WHITE*

Associate Professor: EDGAR F. HUSE

Instructor: RICHARD HILL

Lecturers: REV. MORTIMER H. GAVIN, S.J., ROBERT J. McDOWELL, GEORGE J. PRATT (R.I.P. August 6, 1966), DOROTHY J. SPARROW

* On Leave.

21. INTRODUCTION TO PRODUCTION MANAGEMENT. (3)

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, quality control, wage incentives, motion and time study, inventory control and organization.

51. INDUSTRIAL PROCUREMENT. (3)

The procurement through purchase of the material, supplies and equipment necessary for the conduct of the business unit. Centralization of the purchasing function, purchasing budgets, make or buy, the measurement of purchasing efficiency, and some legal aspects of purchasing.

52. PERSONNEL MANAGEMENT. (3)

The development, on both a theoretical and applied level, of modern personnel problems including human factors of administration, knowledge about individual motivation and behavior in small groups and large organizations, problems of organizational structure and efficiency as well as the traditional problems of selection, development and training, and wage and salary administration. Textual and case material will be utilized.

57. ELECTRONIC DATA PROCESSING. (3)

An introduction to the theory and methodology of electronic data processing. Emphasis is on concepts of programming rather than proficiency in the art of programming. Description of stored program digital computer with magnetic tape input-output, binary decimal, octal numbering systems; special data processing languages (e.g. COBOL, FORTRAN) describing, analyzing, flow-charting, and programming of a typical business data processing application.

61. QUANTITATIVE DECISION MAKING. (3)

Treatment of the probability models and statistical inference concepts and techniques which underlie business applications in forecasting, estimation and control. A foundation for later courses. The tools developed will be more intensively applied, in later courses, to such problems as inventory control, scrap-allowance, investment in plant and equipment, product mix and marketing. Prerequisite: Ec. 51.

70. PRODUCTION CONTROLS. (3)

The factors of production planning and control, inventory control, methods analysis, work measurement and engineering economy are analyzed and appraised from a subjective rather than a quantitative point of view. The emphasis is upon the description of problems and the evaluation of factors so that the decision-making process based on rational judgment can operate in the production function.

80. BUSINESS FORECASTING. (3)

Application of the statistical tools available for forecasting. Topics covered: simple and multiple linear and nonlinear regression, correlation and time series analysis; application of statistical tests to resulting coefficients; study of logs, diffusion indexes, and exponentially weighted moving average models. Prerequisite: Ec. 51.

100-101. HONORS QUANTITATIVE RESEARCH SEMINAR. (6)

Opportunity for a few honors students to work closely with a faculty member on the development and application of mathematical, statistical, and programming techniques to a single research problem. The overall approach is quantitative, involving heavy reliance on the IBM 1620 Computer. Interested students must make specific arrangements with faculty member.

102. DYNAMICS OF MANAGERIAL DECISION-MAKING. (3)

The role of the modern manager concerned with mobilizing human effort in complex organizations is examined. The course presents modern concepts designed to increase individual and organizational effectiveness. Both textual and case material will be utilized to assist the student to assume his role as a manager directing the activities of others.

104. COLLECTIVE BARGAINING. (3)

Exploration of the dynamic nature of human beings and the dignity of the worker. Attention is given to those factors external to the organization which influence its relations with the workers; federal, state, and local legislation; unions. The techniques of collective bargaining; contracts, the economics of the labor situation.

110. OPERATIONS MANAGEMENT I. (3)

Mainly concerned with the development and application of various probability models to business situations. Topics covered will include Monte Carlo simulation and the queuing theory. Prerequisite: Ec. 51.

Laboratory Fee, \$10.00.

111. OPERATIONS MANAGEMENT II. (3)

Linear programming models will be applied to problems in the areas of production, marketing, and transportation. Computer programming, employing the FORTRAN language and the utilizing of the 1620 Computer, will be treated as a tool in solving many problems that arise in business situations. Students will write their own computer programs. Prerequisite: Pr. 110.

Laboratory Fee, \$10.00.

MARKETING

Chairman: GERALD F. PRICE

Associate Professors: JOSEPH GARTNER, JOSEPH D. O'BRIEN

Assistant Professor: JOSEPH E. DEVINE

Lecturer: ERMENEGILDO ALFANO

21. INTRODUCTION TO MARKETING MANAGEMENT. (3)

The fundamental principles and policies that guide the movement of both industrial and ultimate consumer goods and services are outlined and carefully analyzed. This provides the essentials upon which to build advanced marketing courses.

51. ADVERTISING MANAGEMENT. (3)

This course gives the student a broad perspective as well as a penetrating awareness of advertising as an instrument for the use of management. Its general objectives are developed by a consideration of the social and economic functions of advertising. How advertising is pro-

duced, its challenges, and its opportunities are also treated to establish its practical applications. It teaches students how to solve promotional problems by using an advertising program. Both the possibilities and limitations of advertising, in the creation of demand, are likewise considered. All these are factors which management must study when developing total marketing policy.

53. RETAILING MANAGEMENT AND PROBLEMS. (3)

This introductory course presents in logical form the basic theories and principles of retail organization and management. It is designed for students who hope to prepare for managerial positions as well as owners and operators. The essential aims are, first, to prepare students for the advanced course in retailing and, second, to round out their knowledge in the total area of marketing. It considers the many management problems involved in the operation of all types of retailing institutions. It provides students with experience in using methods of analysis, in developing capacities to make logical decisions and to take action on the basis of fact arrived at through careful analysis.

55. SALES MANAGEMENT. (3)

An introduction to the principles and problems of the management of the selling function. Topics include the nature of the selling job and of sales management, group leadership, communication, control of personnel and resources, selection of personnel, sales training, organization and evaluation. Both cases and text are used.

103. MARKETING RESEARCH. (3)

Marketing Research teaches the fundamentals of scientific investigation used in solving marketing problems. Each step is outlined and carefully presented from the initial planning and investigating to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis, and seeks to equip students with the correct methodology for solving marketing problems.

104. MARKETING RESEARCH. (3)

The principal aim of this course is to give practical application, by both individual and group effort, to the fundamentals covered in the basic course in research. An existing problem dealing with the application of good research technique is followed through from start to finish to give students a full appreciation of marketing research in action.

106. MARKETING MANAGEMENT. (3)

An administrative approach in the area of marketing management is developed by fitting the subject matter around the principles of planning, organizing, coordinating, and controlling marketing strategy. It treats the main areas of marketing management in which decisions are required. Cases are studied to develop a student's managerial skills in the use of the several tools of business management.

QUANTITATIVE MANAGEMENT*

Director: ALBERT J. SIMONE

53. MATHEMATICAL STATISTICS FOR MANAGEMENT. (3)

Development of probability theory, distribution theory, sampling theory, simple linear regression models, and experimental design models. All illustrative examples are from the field of management.

56. APPLIED STATISTICAL DECISION THEORY. (3)

Development of the Bayesian approach to management decision making. Theory leading to the construction of Bayes decision rules will be rigorously developed. Procedures (such as the simplex algorithm) will be developed to implement various decision criteria (such as minimax).

59. STATISTICAL FORECASTING. (3)

Development of time series analysis, multiple linear and non-linear regression, statistical tests of resulting coefficients, autocorrelation adjustments, exponentially weighted moving average systems, and introduction to econometrics. Computer simulations will be run to test the efficacy of the various models.

70. SYSTEMS ANALYSIS. (3)

Study of the relationship between the capabilities of various computer systems (machine and language) and the requirements of operating departments within the firm. Specific problems (e.g., inventory status and control, scheduling, payroll, report generation, memory bank with random access) will be investigated in detail with the objective of developing technical competency in these areas.

101-102. OPERATIONS RESEARCH. (6)

Development of inventory, queuing, and replacement models (stochastic and deterministic), Monte Carlo simulation, network analysis (PERT-CPM), and game and information theory. Active computer programming will be the means for implementing the various analytical procedures presented.

108. MATHEMATICAL PROGRAMMING IN MANAGEMENT. (3)

Linear, quadratic, integer, and dynamic programming theory and application will be developed. All algorithms introduced will be computer programmed.

* All courses in this program have as prerequisites four semesters of calculus, one semester of linear algebra, and one semester of computer programming. For the specific course numbers of these prerequisite courses, see the Director of the QM program.

BUSINESS PRACTICES**100. ORGANIZATIONAL BEHAVIOR. (3)**

This course addresses itself to the problems of securing cooperative action under varying conditions in formal organizations. Concrete case situations are analyzed in terms of the organizational purpose, people involved, their actions, their relationships and the conflicts that may spring from the differing values they bring to the organizational setting. Special attention will be given to change and innovation and the impact of these upon people associated in the accomplishment of the organizational task.

101. BUSINESS POLICY. (3)

Business Policy covers the fields of policy-making and administration, building upon and integrating the various functional courses studied by the student. The viewpoint is at the level of top management, where company-wide objectives are set and departmental policies and activities are coordinated. Conducted on a case method basis, it covers such areas as (a) sizing up situations; formulating policies and planning programs of action (b) organizing administrative personnel and putting plans into action (c) control (d) day-to-day administrative problems (e) follow-up and appraisal.

This course is taken in place of an elective in one semester in Senior year except for those majoring in Management, who take such a course as part of their regular curriculum. This arrangement does not pertain to students who are in the ROTC program.

110. RESEARCH SEMINAR. (3)

With the approval of the Dean, qualified students will be allowed to work on projects of their choice with selected faculty members.

II. NON-PROFESSIONAL COURSES*

ENGLISH

Chairman: JOHN L. MAHONEY

Professor: REV. JOHN A. O'CALLAGHAN, S.J.

Assistant Professors: RAYMOND G. BIGGAR, PAUL C. DOHERTY,
GEORGE F. G. GROB, THOMAS P. HUGHES,
JOSEPH M. MCCAFFERTY, DANIEL L. McCUE,
JR., FRANCIS J. McDERMOTT, JOHN J. SULLIVAN

Lecturers: DOUGLAS H. McCAY, ROBERT J. SILBERNAGEL

Teaching Fellows: HARRY T. CAMPBELL, MICHAEL E. HASSETT,
STEPHEN I. HEMENWAY, MARILYN G. SHNIDER,
CONSTANCE C. WALTER

1-2. RHETORIC AND INTRODUCTION TO LITERARY FORMS. (6)

The general aim of the freshman year is to train the student through disciplined reading of prose and poetry to a recognition of what is best in literature and through frequent writing to a mastery of the effective use of language. The first semester will emphasize expository and argumentative writing in association with a study of the rhetorical techniques of invention and disposition. Though the second semester will continue the study of rhetoric, especially style, the main emphasis will fall on the reading of poetry, drama and imaginative prose and the analysis of literary forms.

23-24. MAJOR BRITISH AND AMERICAN WRITERS. (6)

An historical survey of English and American literature with collateral reading in continental literature, designed to introduce the student to major figures, ideas, and the background and development of literary forms. The first half of this course will be given in sophomore year, and the second half in junior year.

77-78. THE DRAMATIC WORKS OF SHAKESPEARE. (6)

The historical, intellectual, and literary backgrounds of the plays of William Shakespeare, with intensive analysis of the comedies, histories and tragedies.

81-82. SURVEY OF THE NOVEL. (6)

A study of representative novelists and tendencies in the novel from the 18th century to the present day.

90. SEMINAR IN THE MODERN NOVEL. (3)

An intensive study of major works of modern fiction.

95. SURVEY OF THE DRAMA: IBSEN TO THE PRESENT. (3)

A study of major playwrights and their works from Ibsen to selected contemporary dramatists.

* *For additional elective courses please consult the Arts and Sciences Bulletin.*

HISTORY

Chairman: THOMAS H. O'CONNOR

Professor: REV. MARTIN P. HARNEY, S.J.

Assistant Professors: REV. HENRY A. CALLAHAN, S.J.
REV. JOSEPH A. GLAVIN, S.J.

11. SURVEY OF EUROPEAN HISTORY TO THE RENAISSANCE. (3)

This course is a political and cultural history of Europe from the beginning of the Roman Empire to the Renaissance.

12. SURVEY OF EUROPEAN HISTORY FROM THE RENAISSANCE TO MODERN TIMES. (3)

This course is a continuation of History 11.

MATHEMATICS

Associate Chairman: JOSEPH A. SULLIVAN

Assistant Professors: PAUL T. BANKS, ARCHILLE J. LAFERRIERE,
MAURICE K. WALSH

Instructor: LI CHING CHERN

Teaching Fellows: RICHARD ANASTASIO, COURTLAND HARLOW,
WILLIAM JARDUS, STEVEN OLSON

3-4. FINITE MATHEMATICS. (6)

This course is designed to provide a foundation for the use of mathematics in business courses. Topics covered include sets and elementary logic, probability, functions, solution of linear equations, matrices, determinants, vector spaces, and linear programming. Applications are made to business and economics.

37. LINEAR ALGEBRA. (3)

This course is designed for students in the social and management sciences. Topics covered include matrices, determinants, and vector spaces.

38. CALCULUS. (3)

This course is designed for students in the social and management sciences. Topics covered include the derivative with applications to maxima and minima problems, graphing of functions, and integration.

MILITARY SCIENCE

Chairman: COLONEL JOHN L. MURPHY, U.S.A.

Instructors: MAJOR AMONA K. HO, U.S.A., CAPTAIN FLOYD J. SCHAFER, U.S.A.

MS. I. BASIC COURSE. (4)*

Freshman students attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in school of the soldier and exercise of command, organization of the army, individual weapons and marksmanship, and national security.

MS. II. BASIC COURSE. (4)*

Sophomore students attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photograph reading, the United States Army and national security, and an introduction to operations and basic tactics.

MS. III. ADVANCED COURSE. (5)

All MS. III cadets are non-commissioned officers in the ROTC brigade. Instruction covers branches of the Army, methods of instruction, leadership and small unit tactics.

During one semester an Advanced Course student is required to attend only two hours of ROTC classroom instruction. Attendance at three hours of classroom instruction is required during the other semester. Attendance at a one hour weekly drill period is required of all cadets.

MS. IV. ADVANCED COURSE. (5)

As cadet officers, students enrolled in Military Science IV serve in command and staff positions within the ROTC brigade. Classroom instruction covers United States in world affairs, logistics, operations, military administration, personnel management, leadership and officer indoctrination. Students are selected for branch assignment in the Senior year.

*—*Not applicable to the credits required for a degree.*

MODERN LANGUAGES

Chairman: NORMAND R. CARTIER

Professors: HEINZ BLUHM (visiting), JOSEPH D. GAUTHIER, S.J., VINCENT A. McCROSSEN, ERNEST A. SICILIANO, JOSEPH SZOVERFFY, GEORGES ZAYED (visiting)

Associate Professors: NORMAND R. CARTIER, GUILLERMO L. GUITARTE, LAWRENCE G. JONES

Assistant Professors: NORMAN ARAUJO, ROBERT J. CAHILL, JOHN C. CONWAY, JOSEPH FIGURITO, VERA G. LEE, WOLFGANG NEHRING (visiting), ROBERT L. SHEEHAN, BARCLAY TITTMANN, REBECCA M. VALETTE, MILDRED E. DORDICK, LILY CHEN WANG

Instructors: ERNA BABER, ROBERT C. BOWEN, JAMES F. FLAGG, JR., GISELA KRATZ, JANET Q. LEUCI, J. DAVID SUAREZ, VIVIANE TACONET, LILIAN WILLENS

Lecturers: JACQUELINE ENOS, JOHN GARRITY, SYLVIA E. LIPP, ARSHALOUS SIMEONIAN, VERA TARANOVSKI

Teaching Fellows: ARLENE C. DACKO, ROBERT J. DEMEULE, CAROL A. DOLIBER, EVELYNE B. OTTEN, NORMA T. SWENSEN, ROBERT W. FELKEL, MARA VEINBERGS, RUEDIGER O. WUNDERLICH

The program of foreign language study in the College of Business Administration has been organized to develop the students' means of communication with other nations in the business world, and to give them some insight into the cultures of Europe and Latin America. The following basic courses are offered to students who wish to acquire a functional grasp of a foreign language:

ELEMENTARY:	French	(Fr. 1-2)
	German	(Gm. 1-2)
	Italian	(It. 1-2)
	Spanish	(Sp. 1-2)
INTERMEDIATE:	French	(Fr. 11-12)
	German	(Gm. 11-12)
	Italian	(It. 11-12)
	Spanish	(Sp. 11-12)
COMP. and CONV.	French	(Fr. 61-62)
	German	(Gm. 61-62)
	Italian	(It. 61-62)
	Spanish	(Sp. 61-62)
MASTERPIECES:	French	(Fr. 71-72)
	German	(Gm. 71-72)
	Italian	(It. 71-72)
	Spanish	(Sp. 71-72)

Elementary courses constitute an introduction to the study of the languages. They are designed to develop simultaneously the fundamental skills: aural comprehension, reading ability, oral and written self-expression. Classwork is supplemented with laboratory drill.

The prime objective of intermediate courses is to consolidate previous study of the languages, at high school or college, into a functional body of knowledge. A rapid review of the basic elements is integrated with close reading of selected texts, oral practice and laboratory work, to increase the students' active and passive vocabulary.

Composition and Conversation courses are designed to promote a functional grasp of the structure of the languages, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into the foreign languages, reports of current events, and summaries of reading selections provide the basis for discussion.

Masterpieces courses are based upon extensive reading in great works of modern French, German, Italian or Spanish literature. Discussion of cultural material develops the students' literary frame of reference and provides the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Basic courses in two other languages listed as "critical" by the Government of the United States, are open to students who have previous training in another foreign language:

INTRODUCTION TO CHINESE	(Cn. 31-32)
INTERMEDIATE CHINESE	(Cn. 41-42)
ADVANCED CHINESE	(Cn. 61-62)
INTRODUCTION TO PORTUGUESE	(Pt. 31-32)
CONVERSATIONAL PORTUGUESE	(Pt. 41-42)

All elective courses offered by the Department of Modern Languages are open to students who have satisfied the prerequisites. Students with French, German, Italian or Spanish backgrounds may register for literature courses, with permission of the Chairman of the Department, if their previous training constitutes an adequate preparation for these courses.

PHILOSOPHY

Chairman: REV. JOSEPH F. FLANAGAN, S.J.

Professors: REV. ALEXANDER G. DUNCAN, S.J., REV. TIMOTHY J. O'MAHONY, S.J.

Associate Professor: STUART B. MARTIN

Assistant Professors: REV. FREDERICK J. ADELMANN, S.J., REV. JOSEPH L. BARRETT, S.J., REV. JOHN D. DONOGHUE, S.J., REV. MERRILL F. GREENE, S.J., WILLIAM J. HAGGERTY, REV. JOHN A. HINCHEY, S.J., REV. RICHARD T. MURPHY, S.J., JOSEPH L. NAVICKAS, REV. JOSEPH F. QUANE, S.J., REV. EMMANUEL SULLIVAN, O.C.D., REV. CHARLES B. TOOMEY, S.J.

Instructor: FRANCIS L. GAMMON

PL. 10. INTRODUCTORY PHILOSOPHY. (3)

This course commences with a detailed analysis of Aristotelian logic and then moves into a study of the types of problems investigated by philosophers over the course of history. The second part of the course analyzes the methodologies proper to philosophy, theology, science, history and mathematics.

PL. 21. METAPHYSICS. (3)

This course pursues the study of the real in a metaempirical and/or phenomenological way, according to the interest of the professor. It culminates in a knowledge of "being" in an existential sense, and analysis of cause, and a consideration of the proofs for God's existence.

PL. 22. PHILOSOPHICAL ANTHROPOLOGY. (3)

This course considers the evidence of personal experience, philosophy, and science in its appraisal of the true nature of men as possessing an immaterial intellect and will, rooted in a spiritual soul. The senses, emotions, and passions of man are also discussed. The sources for this course are found in the ancient, medieval, and modern philosophers, together with insights gleaned from contemporary writers in phenomenology and existentialism.

PL. 55. ETHICS. (3)

Examines philosophically the basic factors of human conduct; man's destiny, moral values, ethical obligation, natural law, conscience and natural rights. Applies general moral principles to man in his concrete ethical situation. Considers man's duties to God, to himself, and to society. Places special stress on the ethical problems in the fields of business, government, labor and management.

SPEECH

Chairman: JOHN H. LAWTON

Associate Professor: MARY T. KINNANE

Assistant Professors: REV. JOSEPH M. LARKIN, S.J., WALTER L. CULLINAN, PAUL MARCOUX

SA. 51. PUBLIC SPEAKING. (3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings so that students may evaluate their own progress.

SA. 53. ORAL INTERPRETATION OF LITERATURE. (3)

The principles and techniques of reading aloud. Emphasis upon the logical and emotional content of various literary forms. Practice in reader's and chamber theatre techniques.

SA. 55. PRINCIPLES OF THEATRE ARTS. (3)

A study of the basic principles of dramatic writing and of the evolution of these principles in the history of the Western theatre.

SA. 56. DIRECTING THE SCHOOL PLAY. (3)

This course is concerned with the several aspects of dramatic production, including the selection of dramas and the directing and staging of such plays. Attention is given to the production of period dramas.

SA. 58. ARGUMENTATION AND GROUP DYNAMICS. (3)

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation and delivery of logical argumentation. Attention is also given to group problem solving through the discussion method. Special emphasis is placed on the techniques of effective discussion leadership and participation. The course may be taken after a semester of public speaking or without such prior training.

SA. 107. VOICE SCIENCE AND PHONETICS. (3)

A study of the mechanisms for speech and hearing. Students are also introduced to the International Phonetic system and have experiences in phonetic transcription.

SA. 108. INTRODUCTION TO SPEECH CORRECTION. (3)

In this course students become familiar with the more common speech handicaps and their causes. Course is designed to meet the needs of youth workers, teachers and other specialists who work with young people.

THEOLOGY

Chairman: REV. WILLIAM J. LEONARD, S.J.

Professors: REV. WILLIAM A. DONAGHY, S.J., REV. EDWARD T. DOUGLAS, S.J., REV. MAURICE V. DULLEA, S.J., REV. ROBERT A. HEWITT, S.J., REV. WILLIAM J. LEONARD, S.J., REV. FREDERICK L. MORIARTY, S.J.,* REV. EDWARD L. MURPHY, S.J., REV. JOSEPH E. SHEA, S.J., REV. FRANCIS X. WEISER, S.J.

Associate Professors: REV. EDWARD J. KILMARTIN, S.J.,* REV. JAMES L. MONKS, S.J., DAVID NEIMAN, REV. ROBERT L. RICHARD, S.J., REV. DANIEL J. SAUNDERS, S.J.

Assistant Professors: REV. JOHN J. BEGLEY, S.J., JOSEPH A. BURGESS, REV. WILLIAM J. BURKE, S.J., REV. EDWARD R. CALLAHAN, S.J., REV. JOSEPH P. CAREW, S.J., REV. DAVID F. CARROLL, S.J., REV. JAMES J. CASEY, S.J.,* REV. JOSEPH J. CONNOR, S.J., MARY DALY, REV. DAVID R. CUMMISKEY, S.J., REV. PAUL A. CURTIN, S.J., REV. J. FRANK DEVINE, S.J., REV. JEREMIAH J. DONOVAN, S.J., REV. MILES L. FAY, S.J., REV. PAUL J. MURPHY, S.J., REV. CHARLES J. REARDON, S.J., REV. CHARLES M. RODDY, S.J., (Emeritus), REV. PATRICK J. RYAN, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J.

Instructors: PAUL D. FELTON, REV. ROBERT T. FERRICK, S.J., REV. DANIEL J. FOLEY, S.J.

Lecturers: REV. FRANCIS T. FALLON, REV. GEORGE R. FITZGERALD, C.S.P., REV. ANSELM MURPHY, O.S.B., REV. JOHN A. WILCOX

Visiting Professors: REV. MARTIN D'ARCY, S.J., REV. EVERETT DIEDERICH, S.J.

Visiting Lecturers: REV. JOHN J. CONNELLY, REV. GEORGE W. MACRAE, S.J., REV. RICHARD P. MCBRIEN, REV. JAMES A. O'DONOHUE, REV. ALFONSO G. PALLADINO, REV. FRANCIS X. SHEA, S.J., REV. EDWARD S. STANTON, S.J., REV. RICHARD D. TETREAU, S.J., REV. ROBERT P. WHITE, S.J.

* On leave of absence, 1966-67.

TH. 10. CHRIST IN PROMISE AND FULFILLMENT. (3)

This course is a study of divine revelation and of faith as man's response to it. The theological meaning of the biblical message is examined in the light of the literary forms and life-circumstances characteristic of the times when the Bible was written. In particular, the Old Testament is presented as the history of God's plan of salvation, and the Gospels as the delineation of Christ as Prophet, Messiah-King, and Son of God.

TH. 20. THE CORPORATE CHRIST. (3)

An historical development of the doctrines of the Incarnation and the Redemption introduces this course and links the Person of Christ with the Church He founded. Scriptural evidence for the structure and growth of the early Church is followed by a presentation of the Church's self-knowledge as reflected in the *Constitution* of the Second Vatican Council.

TH. 50. LIFE IN CHRIST. (3)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union, of life and of worship, involves the theological questions of grace, the priesthood, and the liturgy that command most attention in this course.

TH. 51H. MODERN PROBLEMS IN THEOLOGY. (3)

A seminar which explores the relationship of theology to modern politics, art, literature, science, sociology and church-state problems. The weekly meeting is directed by a Jesuit theologian who is also an expert in the field under discussion.

Offered by the Weston Theologians.

TH. 111. THE DEAD SEA SCROLLS. (3)

This course will treat of the discovery, identification, and dating of the Qumran literature and its contents. It will discuss the excavations of the Khirbet Qumran. The Qumran Covenanters, and the Essenes. It will examine Essene beliefs and practices, the Teacher of Righteousness. Finally, it will compare and contrast Essenism, Judaism, and Christianity.

Not offered in 1966-1967.

TH. 112. THE JOHANNINE LITERATURE OF THE NEW TESTAMENT. (3)

This course will be concerned principally with the Fourth Gospel, but will also incorporate to some extent the Johannine Epistles and the Apocalypse.

TH. 116. NEW TESTAMENT INTERPRETATION TODAY. (3)

The major developments in New Testament interpretation during the past century, from Renan and Strauss to Barth and Bultmann.

TH. 120. THEOLOGICAL PERSPECTIVES IN MODERN LITERATURE. (3)

The various visions of man in the contemporary world offered by recent writers who are aware of the theological dimensions.

Not offered in 1966-1967.

TH. 124. SECULAR CHRISTIANITY. (3)

A consideration of the thought of such contemporaries as Bonhoeffer, Robinson, Harvey Cox.

TH. 125. TENSIONS IN CONTEMPORARY CHRISTIAN THEOLOGIES. (3)

A study of contemporary theology, embracing the biblico-historical schools, Tillich and his school, Robinson, Routley, and the British "honest to God" school, Altizer, Van Buren, Vahanian, and the American "new symbols" schools, with special attention to the epistemological presuppositions of each.

TH. 126. PATTERNS OF CONTEMPORARY CHRISTIAN INVOLVEMENT. (3)

Modalities of the Christian experience analyzed and illustrated in the light of contemporary theology, sociology, and psychology.

TH. 128. THE TRANSCENDENT IN RECENT THOUGHT. (3)

A critical study of contemporary man's search for God as posed by such philosophers as Whitehead, Heidegger, and Tillich.

TH. 130. PSYCHOLOGY OF RELIGIOUS EXPERIENCE. (3)

The dynamic factors in personality development that have their roots in the religious experience of the individual in contemporary society.

TH. 133. THE REFORMATION. (3)

This course will present the principal figures and issues of the Reformation, especially in Germany.

TH. 134. THE FAITH-REASON CONFLICT. (3)

An examination of the conflict between faith and reason through a detailed study of the major historical and philosophical currents of the high Middle Ages.

TH. 135. RELIGIOUS CURRENTS IN THE THIRD CENTURY CHURCH. (3)

The history of the Church in the third century is one of expansion and development. This course will consider the remarkable growth of Christianity in Rome, Africa, Alexandria, and Palestine. Then, with the Decian persecution, it will examine the weakness of Christians, the apostasies that gave rise to such acute problems as the forgiveness of sins of apostasy, actual schism, the challenge to the authority of the episcopacy, the baptism of heretics, and the threat to the unity of the Church.

Not offered in 1966-1967.

TH. 136. ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION. (3)

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis.

TH. 139-140. BIBLICAL GREEK. (6)

This course is designed for students who desire to read the New Testament and other documents of early Christianity written in Greek, in the original language. The course will concern itself with the study of grammar and syntax, and, in addition, there will be selected readings in the New Testament. The prior study of Greek is not required.

TH. 141-142. ELEMENTARY BIBLICAL HEBREW. (3)

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read the easier passages of the Hebrew Old Testament.

TH. 143. JEWISH HISTORY, 450 B.C.-135 A.D. (3)

A study of the history of Judea from the re-establishment of the state during the days of Ezra (ca. 450 B.C.) to the failure of the Bar-Kokhba uprising under Hadrian (ca. 135 A.D.).

TH. 144. THE MAJOR PROPHETS OF THE OLD TESTAMENT. (3)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

TH. 145-146. SELECTED READINGS IN BIBLICAL HEBREW. (6)

This course is open to students who have manifested an ability in elementary Biblical Hebrew. Its objective is to give the student a deeper understanding and competence in his reading of the Old Testament.

TH. 147. HEBREW LITERATURE IN THE AGE OF THE NEW TESTAMENT. (3)

An examination of the major works of Hebrew literature contemporaneous with the New Testament.

TH. 148. THE PHILOSOPHY OF THE HEBREW EXPERIENCE. (3)

A study of the world-view of the Hebrew people, concentrating on their concept of God; contrasts with other archaic cultures.

TH. 149. THE BOOK OF GENESIS. (3)

An examination of the Book of Genesis in the light of archaeological and literary discoveries in the ancient Near East.

TH. 151. SOCIAL ETHICS IN THE BUSINESS WORLD. (3)

The most critical problems of contemporary socio-economic communities are ethical in nature. It is apparently easier to acquire the technical tools of the modern world than to be continuously aware of the ultimate purposes for which they should be employed. This course will attempt to understand the essentially ethical role of the modern corporation, business, and the businessman as a part of the total social economy. In order to evaluate the status of our present business community, the social order and suggested reforms, we shall first consider the nature of man and society, on the basis of the principles of Christian humanism, naturalistic humanism, and natural law experience. We shall then turn to the problems of the economic process: the end of social economy, the market, competition, demand, supply and producers' ethics, pricing, wages, ownership and control of private property, and the organization of social economy.

Open to Dean's List students.

TH. 162. WORSHIP IN THE WEST. (3)

The evolution of the forms of worship as reflecting the patterns of western culture from apostolic times to the reforms of the Second Vatican Council.

TH. 163. PASTORAL LITURGY. (3)

The demands made on the Christian for meaningful, fully human involvement in the symbolic action of the liturgy.

TH. 165. A HISTORY OF CHRISTIAN WORSHIP. (3)

This course will review the development of both private and social prayer among Christians, pointing out its antecedents in the prayer of the Old Testament, its origins in the precepts and example of Christ, and its growth from apostolic times. Subjects for discussion will include psalmody, acclamations and invocations, hymns, creeds, litanies, the contents of the liturgical books (with special reference to the Divine Office), the Christian Year, the Sacraments, blessings and consecrations, devotions to Our Lady and the Saints, and meditation, according to the various schools of spirituality.

Not offered in 1966-1967.

TH. 166. THE YEAR OF THE LORD. (3)

A study of the origins and development of Christian festivals and observances, especially as they mirror the culture and spirituality of the ages in which they appear and flourish.

TH. 168. TWO THEOLOGICAL MENTALITIES: EASTERN AND WESTERN CHRISTIANITY. (3)

The problems of Christian unity from the viewpoints of Rome, Constantinople, and Moscow.

TH. 174. THEOLOGY OF THE MISSIONARY CHURCH. (3)

This course will discuss the missionary mandate of the Church, the history of missionary endeavors, the problems encountered in bringing the Gospel to unbelievers at home and abroad in the present age.

TH. 176. THE SIGNIFICANCE OF CHRIST IN ECUMENICAL DIALOGUE. (3)

This course will discuss the place of Christology in the world of today and examine these positions in the light of the historical development of the doctrine.

TH. 181. GOD AND HUMAN KNOWLEDGE. (3)

An examination of key medieval theories of knowledge with reference to the doctrine of illumination and knowledge of God. Particular attention will be paid to St. Bonaventure and his school.

TH. 182. DEVELOPMENT AND DEVELOPMENTS IN THEOLOGY. (3)

The new interest in the development of dogma and a study of its implications.

TH. 183. EVOLUTION AND ORIGINAL SIN. (3)

The doctrine of original sin from Augustine to Chardin and its relation to the evolutionary dimension in contemporary thinking.

TH. 184. THE CHRISTIAN LAYMAN AFTER THE SECOND VATICAN COUNCIL. (3)

Conciliar recognition of the status and importance of the layman in the twentieth century Church.

TH. 185. FAITH AND THE PROBLEM OF GOD. (3)

A study of some issues in both historical and systematic theology that are related to contemporary problems in unbelief.

TH. 186. THE THOUGHT OF PAUL TILlich. (3)

A study of an influential modern Protestant theologian, emphasizing the continuity and discontinuity of his thought with scholastic patterns.

TH. 187. THEORIES OF IMMORTALITY. (3)

A consideration of contemporary discussions on death and immortality as a point of departure for a study of these problems in Greek, medieval, and early modern thought.

TH. 191. A HISTORY OF MORAL THEOLOGY. (3)

A survey course in the history of Christian morality.

TH. 192. CHRISTIAN MORALITY IN MODERN WORLD. (3)

A discussion of some of the problems encountered by the Christian conscience in today's world.

TH. 193. SEMINAR ON THE CHANGING PATTERNS OF PARISH LIFE. (3)

Some of the questions to be discussed will be the following: the primacy of total worship, the priesthood as service to the community; the dynamic involvement of pastor and people; the management of parochial funds; the parochial school as opposed to the parish school of religion; the planning of church buildings; ecumenical relations; the parish and the civic community.

TH. 194. PHILOSOPHY OF RELIGION. (3)

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods.

TH. 196. AMERICAN CHRISTIANITY. (3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

TH. 197-198. THE HISTORY OF RELIGIONS. (3)

Contributions to the subject from the fields of history, sociology, and psychology, followed by a study of the religions of Greece and Rome, of the ancient Hebrews, of India and China, Islam, and American Protestantism.

ADDITIONAL COURSES AVAILABLE

In addition to the courses listed above, a great many courses offered in the College of Arts and Sciences are available to the students in the College of Business Administration as electives. Included are courses in the physical sciences as well as in the arts and social sciences.

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

The primary objective of the graduate program in business administration at Boston College is to afford mature men and women an understanding of the principles of business management, together with the broad professional education which has become increasingly necessary for executive leadership. Training in specific business techniques is considered to be less important than the inculcation of those principles common to all enterprise, and the student is encouraged in the development of the comprehensive view so that he may equip himself to cope with the problems of diverse types of business.

The Master in Business Administration program, which may be completed either on a full-time or a part-time basis, is open to college graduates, both men and women, with liberal, scientific, or professional degrees.

Further information regarding this program can be obtained from the Graduate School of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.

GRADUATE PROGRAM IN ECONOMICS

Information regarding this program, related assistantships and teaching fellowships can be obtained from the Graduate School of Arts and Sciences, Boston College, Chestnut Hill, Massachusetts 02167.

Programs leading both to the Master's degree and the Doctorate in Economics are offered.

COMMUNITY AND RESEARCH SERVICES

BUREAU OF BUSINESS RESEARCH

CHARLES L. VAUGHN, *Director*

The Bureau of Business Research, established in 1955, offers the College's research and teaching facilities to the business community. The Bureau's purpose is to explore, design, execute, and publish significant research on business problems, as well as to provide the business community with counsel and education on special problems with which the faculty is particularly well equipped to deal.

A feature of the 1965-66 academic year was the Boston College Sentry Symposium on the Management of Medium Sized and Smaller Businesses, held March 17, 1966, at Boston College. Some one hundred and fifty persons attended the event, underwritten by Sentry Insurance.

The fifth ANNUAL MANAGEMENT CONFERENCE ON MARKETING IN THE DEFENSE INDUSTRIES was held in May, 1966, with the theme "The Changing Boundaries of the Defense Industries in the Next Five Years." Also continuing are the Management Development Seminars designed to assist in upgrading personnel in business and industrial firms.

Highlight of the Bureau's 1965-66 activities was the Second Annual MANAGEMENT CONFERENCE ON FRANCHISING and FIRST BOSTON EXPOSITION in April, 1966. This was another step in the development of the Center for the Study of Franchise Distribution on the campus. Mr. David B. Slater, President, Mister Donut of America, and an alumnus of Boston College Law School, has volunteered his services to aid in this development. He conducted a nine-session Seminar on Franchise Management during the 1965-66 academic year.

BUREAU OF PUBLIC AFFAIRS

ROBERT J. M. O'HARE, *Director*

The Bureau was established in 1957 as a research arm of the Boston Citizen Seminar. In fact, it received its first name, Seminar Research Bureau, from this public forum. In 1961, the title was changed to its present reading, in anticipation of the development of a Graduate School of Public Affairs within the university complex.

The primary concern of the Bureau is a research and resource agency dealing with State, Metropolitan, Urban and Municipal problems and issues. Among programs of the Bureau is the Massachusetts Municipal Training

Institute, a service program of academic training for municipal officers and employees in the fields of Administration, Supervisory Development, Finance, Personnel, Planning and Waterworks. The Institute is certified by the National Institute of Training in Municipal Administration.

The Bureau conducts Institutes and Symposia on various aspects of public importance, such as the New England Conference on Achieving Excellence in the Public Service with the cooperation of the Boston, Chapter American Society for Public Administration (Boston Chapter, 1964); the Data Processing Conference for Local Government (1965); Mobility in the Public Service Conference, in conjunction with the Boston Chapter, American Society for Public Administration (1966); and Institute for Collective Bargaining in the Municipal Service (1966).

The Bureau serves as secretariat for a number of organizations, some of which have already succeeded in providing their own separate identity. The Massachusetts League of Cities and Towns was first based at the Bureau in 1961. With an ample budget and staff, it has moved off campus into Boston. The Metropolitan Planning Conference served as a forerunner of the Metropolitan Area Planning Council, which came into being in 1964 as an official State agency.

Staff of the Bureau actively associate themselves with committees of civic and business organizations, with a commitment for the improvement of the core city, of the metropolitan area, and of operations at all levels of governmental activity. In all of these, the Bureau employs "action" programs as a principal tool to achieve meaningful objectives.

BOSTON CITIZEN SEMINARS

Now in their 13th year, these seminars bring together the leading civic, business, educational and religious members of the metropolitan community to explore and discuss common problems. Attendance is by invitation.

THE SCHOOL OF EDUCATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE SCHOOL OF EDUCATION

CAMPION HALL

The School of Education was opened in September, 1952, as the first coeducational undergraduate college on the Chestnut Hill campus. During its first three years it was located in Gasson Hall. In October, 1954, under the presidency of the Very Reverend Joseph R. N. Maxwell, S.J., ground was broken for a School of Education building, and in September, 1955, classes opened in Campion Hall. Equipped with a curriculum library, audio-visual center, gymnasium for the women's physical education program, an art room, and other features appropriate for a teacher-education building, Campion Hall is named for a sixteenth century Jesuit scholar and martyr, Blessed Edmund Campion.

OBJECTIVE

As a unit of the university, the Boston College School of Education is devoted to the general spiritual and intellectual goals of a Catholic and Jesuit university, as stated above. Its specific purpose, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the teaching profession. Over eighty percent of the curriculum is devoted to traditional liberal arts subjects. From courses in Literature, Science, History, Art and Music, Philosophy and Theology, the student should acquire a breadth of vision which will enable him to see his own role in the light of moral, social and cultural, as well as professional perspectives.

Balancing this program of liberal arts studies, the School of Education offers a four-year professional curriculum in teacher education, which includes at each level suitable off-campus experiences in observing, working with and finally teaching children in informal and formal school situations. The culmination of the professional curriculum is the ten weeks of student teaching which each senior does in a public elementary or secondary school.

ELEMENTARY EDUCATION

No field of teaching demands more particular professional preparation or a wider range of ability than the elementary school. The exacting nature as well as the important influence of teaching at this level has led progressive communities to introduce salary schedules that make no distinction between secondary and elementary school teaching. More men than ever before are entering the upper elementary grades and are finding the work satisfying.

The elementary school teacher is a "generalist," covering a wide variety of subject matter and school activities. For young men and women who are interested in the challenging area of child development, the School of Education offers a balanced program in elementary education.

Special preparation is needed for those who teach mentally retarded children. Students wishing to make a contribution to this important area of education have available in the School of Education a major which meets the legal certification requirements for this field.

A major in Speech is available to students preparing to be Elementary school teachers.

SECONDARY EDUCATION

Teachers in today's secondary schools are more than subject matter specialists. It is true they must be masters of a particular field of knowledge, but they must also be able to help youth meet the problems of adolescence. Legal and social pressures keep more boys and girls in high school today than ever before, and this means that secondary schools must provide for an ever wider range of ability, background and interest. High school is the last formal education for the vast majority of Americans, and hence the responsibility of transmitting our culture and ideals rests largely with the high school teacher.

The School of Education prepares students for junior and senior high school teaching in the following fields: English, Modern Language, Classics, History, Mathematics, Biology, Chemistry, Physics, and Speech-English.

The curricula in the School of Education, in both Elementary and Secondary Education, lead to the degree of Bachelor of Science.

HONORS PROGRAM

The Honors Program in the School of Education is geared to the professional area of pedagogy and is for the imaginative and intellectually gifted student. Problems of a professional and humanistic nature are defined and traced with students being trained in research procedures.

Invitation to participate in the Honors Program is extended to students whose academic aptitude and achievement have been consistently high. These students must have the recommendations of both the faculty and their peers, and approval of the director, the faculty honors committee, and the deans who review their qualifications. Participation is voluntary and demands attendance at weekly non-credit seminars and the writing of an independent study paper. Membership is maintained by achieving Dean's List status and a rating of a distinction in the major field of study.

THE SCHOOL OF EDUCATION

ADMINISTRATIVE OFFICERS

WILLIAM C. COTTLE, D.ED., *Acting Dean*

JOHN F. TRAVERS, D.ED., *Acting Associate Dean*

REV. ROBERT F. HOEY, S.J., A.M., *Assistant Dean*

MARY T. KINNANE, PH.D., *Dean of Women*

RAYMOND J. MARTIN, PH.D., *Director of Student Teaching*

ROSE MARIE DICKSON, M.ED., *Director of Guidance*

ELIZABETH A. STRAIN, M.ED., *Registrar*

REV. DAVID R. CUMMISKEY, S.J., A.M., *Spiritual Counselor*

J. RICHARD BATH, PH.D., *Director of Honors Program*

JOHN R. EICHORN, D.ED., *Coordinator of Special Education*

FEATURES OF EDUCATION AT BOSTON COLLEGE

SPIRITUAL TRAINING

The spiritual training at Boston College consists first of all in the Catholic atmosphere which surrounds and permeates the College's life.

It also takes the form of instruction given during class periods as an integral part of the curriculum. The College believes that theological truths are definite and certain and may be studied and taught as scientifically as other branches of human knowledge. These courses are conducted as are other courses, with lectures, class recitations and discussions, repetitions and examinations. The subject matter is so arranged that during four years the student covers the entire cycle of Catholic dogmatic, spiritual and moral teachings.

This instruction is supported by various religious activities and practices which may be classed as extra-curricular. Several priests of the faculty are appointed as full-time student counselors, to advise students not only in matters which pertain to their well-being, but also with regard to studies and personal matters. Other priests are available at all times for the same purposes.

THE LIBRARIES

The Bapst Library, the central library of the University, is open to all students. It contains more than 650,000 volumes.

On the first floor of Devlin Hall is located the joint Science Library, comprising books and periodicals pertaining to Biology, Chemistry, Physics and Mathematics.

The Business Administration Library, containing standard works in all phases of business activity, is located in Fulton Hall, the College of Business Administration.

The Curriculum Library is located on the third floor of Campion Hall, the School of Education building. It contains kindergarten, elementary and secondary school text books, encyclopedias and maps, as well as sample tests in all fields, equipment for individual testing, pamphlets from the United States Office of Education and other sources, state and municipal curricula and courses of study from school systems in many of the fifty states. There are over 2,000 bound volumes in this collection, in addition to other materials. The function of the Curriculum Library is to give students a first-hand acquaintance with curriculum materials currently used in public and parochial school systems, and to furnish both aspiring teachers and in-service teachers with ideas and inspiration for better teaching.

ROTC UNIT

Boston College has an ROTC Unit for training future officers in the United States Army. A four-year course of instruction is provided and, having fulfilled all requirements for an academic degree, a student is commissioned a Second Lieutenant, United States Army Reserve. Specially selected students will be given the opportunity to accept a commission in the Regular Army.

EDUCATION OF VETERANS

Boston College is approved by the Federal Government for the education and training of veterans under the various veterans' laws.

All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding the final vocational objective and degree desired before applying for benefits under this law. Veterans are personally responsible for all tuition and fees.

EDUCATIONAL GUIDANCE AND COUNSELING

As part of their orientation to college, all Freshmen in the School of Education take a battery of tests, the results of which, along with other background data and information on academic progress, are given to their advisers, who are assigned to all Freshmen students. The advisers, who are members of the School of Education faculty, meet with students in small groups and in private interviews at stated times during each semester and are available for consultation on academic and other problems throughout the year.

VOCATIONAL GUIDANCE AND PLACEMENT

The Placement Bureau offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. A special division of the Placement Bureau, with its own director, is devoted to teacher placement.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board, students are able to receive most recently released information regarding opportunities in the service and are able to receive advice on any matters connected with selective service or enlistment.

STUDENT HEALTH SERVICE

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to the students throughout every class day.

STUDENT PERSONNEL SERVICES

The Director of Student Personnel Services has the responsibility for co-ordinating and administering the following areas within the University: admissions, financial aids, counselling, religious activities, placement, health services, housing, and inter-school student government and activities. Through staff meetings, seminars, and in-service training, the directors and personnel of these distinct areas are assisted in performing their essential services, in coordinating their activities, and in planning to meet the growing needs of the University community.

STUDENT COUNSELOR

In the School of Education a Jesuit priest is appointed as full-time Spiritual Counselor of the students. In this capacity he devotes all his time to the spiritual interests of the students and counsels and advises them in spiritual and other personal matters and problems. He is assisted in the performance of these duties by several other Jesuit members of the Faculty. He also plans and directs a rounded program of spiritual activities for the students throughout the year.

OFFICE OF TESTING SERVICES

The testing program of the College provides considerable information to be used, when required, in the process of counseling. For those who may wish more extensive testing for vocational or other purposes, the Office of Testing Services is available. Inquiries regarding this service and the fees involved should be referred to the Director, Room 23, Gasson Hall.

EARLY ADMISSION

Admission to the Freshman class is occasionally granted to exceptionally able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis. Any interested student who believes he might qualify is invited to write for instructions on how to apply.

JUNIOR YEAR ABROAD

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. If there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior Year abroad is open to Sophomores, (except Elementary Majors), both men and women, in good standing in any of the undergraduate schools of Boston College. To be eligible, the

student must have at least a B average. Once admission to the program is approved, the student discusses with the Director of the Junior Year Abroad Program and the Chairman of the Department of his field of concentration a program of study for both Junior and Senior years. This program is designed to fulfill the requirements for a field of concentration and a degree.

The student is encouraged to prepare examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. At the beginning of Senior year, an oral examination is given to the candidate on his year's work.

FOREIGN STUDENT ADVISOR

The University maintains an International Student Office for the information and assistance of all students who are not citizens of the United States. In addition, this Office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in the School of Education are required to register with this Office, Gasson Hall, Room 217, at the beginning of each academic term.

STUDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off campus. A sickness and hospital insurance, in addition to the accident insurance, is required of all students residing in the Boston College dormitories or living off campus with boarding privileges at Boston College. Sickness and hospital insurance is available to other students.

COLLEGE REGULATIONS

GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all requirements of scholarship and conduct.

CLASS ATTENDANCE

As part of their responsibility in their college experience, students are expected to attend classes regularly. However, no penalty is attached to non-attendance.

Students whose irregular attendance at classes threatens to lower their academic achievement or lead to failure will be informed by faculty members or referred to the assistant dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

ABSENCE FROM A SEMESTER EXAMINATION

The only excusing cause of absence from a semester examination is a seriously incapacitating illness. In such a case, the student must notify the Office of the Assistant Dean or the Office of the Registrar prior to the time of the original examination and subsequently present to the Assistant Dean a written statement from the doctor in attendance, certifying both the fact and the severity of the student's illness on the date of the original examination. A fee of \$10.00 will be charged for each absentee examination.

DRESS

Students will not be admitted to classes unless they conform to respectful standards of good taste in the manner of dress and grooming.

ACADEMIC REGULATIONS

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A—, B+, B, B—, C+, C, C—, D+, D, D—, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREE WITH HONORS

The degree of Bachelor of Science with Honors is awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors, and *cum laude*, with Honors. Only grades earned in the School of Education are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the College to establish eligibility for a degree with Honors.

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors, and Third Honors.

REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the minimum standard of scholarship, and be free of course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as the Administrative Board shall determine. A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C—. In order to hold class office a student must have an average of C, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency. A deficiency may be removed only by passage of an approved course during the Summer Session at Boston College, or at another accredited college. Credit for such a course will not be granted unless the approval of the Assistant Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall Semester, or, in the case of a senior, from being awarded his degree on time.

A student who incurs three deficiencies will be required to withdraw from the College. A student who incurs two deficiencies will be required to withdraw from the College if the Administrative Board so determines.

AWARDS

The following awards are made annually at Commencement:

GENERAL EXCELLENCE MEDAL

A gold medal, gift of Boston College, for general excellence in all courses of study during four years in the School of Education, to be granted to a student qualifying for a Teacher's Certificate.

THEOLOGY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Theology during four years.

PHILOSOPHY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Philosophy during three years.

THE BLESSED EDMUND CAMPION AWARD

A gold medal for excellence in an academic major.

THE BLESSED RICHARD GWYN AWARD

A gold medal awarded annually to a member of the senior class for outstanding promise as a secondary school teacher.

THE DR. MARIE M. GEARAN MEDAL

A gold medal, donated by the Student Senate of the School of Education in honor of Dr. Marie M. Gearan, member of the originating faculty and first Director of Student Teaching in the School of Education, awarded annually to a member of the senior class outstanding for academic achievement, campus leadership, and distinguished success as a student teacher.

THE MR. AND MRS. VINCENT P. ROBERTS AWARD

A gold medal awarded annually to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

THE REVEREND HENRY P. WENNERBERG, S.J. AWARD

A gold medal, donated by the Student Senate of the School of Education in honor of Reverend Henry P. Wennerberg, S.J., the first Spiritual Counselor in the School of Education, awarded annually to a member of the senior class outstanding for participation and leadership in school and campus activities.

THE HOLY SPIRIT AWARD

A gold medal, donated by His Excellency, Most Reverend John J. Wright, Bishop of Pittsburgh, presented to that senior in the School of

Education who gives the most encouraging evidence of understanding that teaching is a vocation from God Himself, and who plans his career in accordance with this spiritual sense of vocation, giving evidence of an authentic love for things of intellect.

THE MRS. VINCENT P. ROBERTS AWARD

The Mrs. Vincent P. Roberts Award, a one-hundred dollar award donated annually by Mrs. Vincent P. Roberts to an undergraduate woman in the school of Education who is outstanding in ability, achievement, and promise.

THE STUDENT SENATE AWARD

The Student Senate Award, a one-hundred dollar award donated annually by the Student Senate to an undergraduate man in the School of Education who is outstanding in ability, achievement, and promise.

THE FULTON GOLD MEDAL

The Fulton Gold Medal, the gift of Mrs. Vincent P. Roberts in memory of her father, is awarded annually to the outstanding Junior or Senior debater in the Fulton Prize Debate.

THE GARGAN MEDAL

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the Freshman or Sophomore member who has contributed most effectively to the Boston College Debating Society during the year.

THE LEONARD AWARD

One fifth of the year's net income on approximately twenty-thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

THE DENIS H. TULLY AWARD

The Denis Tully Award, the income on \$2,000, founded by the will of the late Denis H. Tully, is awarded to a student from either the College of Arts and Sciences, the College of Business Administration, or the School of Education, for the best paper on a theological subject.

STUDENTS' ORGANIZATIONS

1. *Organizations Representing the Student Body:*

THE CAMPUS COUNCIL, composed of two representatives from each of the Student Senates, acts for the united student bodies of the campus undergraduate day colleges.

THE STUDENT SENATE OF THE SCHOOL OF EDUCATION serves as the liaison organization between the students and the administration of the School of Education, is the responsible voice of student opinion, and organizes and cooperates in the execution of social and academic functions that involve the whole student body of the School.

THE DEAN OF WOMEN'S COUNCIL OF THE SCHOOL OF EDUCATION is elected to advise and cooperate with the Dean of Women in matters pertaining to the welfare of women students in the School of Education.

2. *Devotional Societies:*

THE LEAGUE OF THE SACRED HEART and the APOSTLESHIP OF PRAYER are organizations whose aim is to keep alive in the students devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month.

THE SODALITY OF THE IMMACULATE CONCEPTION is the leading spiritual organization in every Jesuit College and is composed of those men students who seek, under the patronage of Our Lady, personal sanctification and active participation in the work of Catholic Action.

THE SODALITY OF THE BLESSED VIRGIN MARY ASSUMED INTO HEAVEN is composed of women sodalists who are students in the School of Education.

3. *Honor Societies:*

ALPHA SIGMA NU. A chapter of this national honor fraternity for male students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior year, must be outstanding in scholarship, loyalty and service of the College.

THE ALPHA AND OMEGA HONOR SOCIETY is open to Juniors in the School of Education who have for five semesters maintained an average of at least B and who have demonstrated outstanding qualities of character and leadership in college activities. Qualifications of candidates are judged by a committee of faculty and Senior Alpha and Omega members.

4. *Activities Especially Associated with the School of Education:*

BOSTON COLLEGE CHAPTER OF THE COUNCIL FOR EXCEPTIONAL CHILDREN, open to students majoring in Education of the Mentally Retarded.

Kappa Phi Kappa

Boston College chapter of the national, professional education fraternity open to all eligible men in the School of Education who have completed their first Freshman semester. It is the purpose of Kappa Phi Kappa to challenge the interest and bring together, while still undergraduates, young men of high professional promise who are preparing to teach and accept the responsibilities of leadership in the profession.

THE WOMEN'S RECREATION ASSOCIATION, open to all women students of the School of Education, sponsors a program of athletic and recreational activities on and off campus.

5. *Other Undergraduate Activities of Interest to the Students of the School of Education are:*

THE CLASSICS ACADEMY

THE DRAMATIC SOCIETY

THE ECONOMICS ACADEMY

THE ENGLISH ACADEMY

THE FRENCH, GERMAN, ITALIAN AND SPANISH ACADEMIES

THE FULTON DEBATING SOCIETY

THE GOLD KEY SOCIETY. (This group of male students serves as a reception committee for visiting athletic teams and at other school functions.)

HISTORICAL SOCIETY

MUSIC CLUBS:

BAND

UNIVERSITY CHORALE

THE BLESSED OLIVER PLUNKETT GAELIC CULTURAL SOCIETY

THE PHILOSOPHY CLUB

THE PSYCHOLOGY CLUB

THE RADIO CLUBS

THE RICCI MATHEMATICS ACADEMY

THE ROD AND GUN CLUB

THE SOCIOLOGY ACADEMY

THE WORLD RELATIONS LEAGUE

6. *The following student publications are of interest to students in the School of Education:*

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the college. It also serves as a bond between the undergraduate body and the alumni.

THE BOSTON COLLEGE STYLUS is published from November to May by undergraduate students. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

THE SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Several departments of the University also sponsor specialized student publications.

7. INTRAMURAL ATHLETICS. The program of Intramural Athletics for men, conducted by a staff of experienced directors, serves in development of the student by providing opportunities to engage in basketball, touch-football, tennis, volleyball, softball, boxing and track.

ADMISSIONS

ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidates should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the degree are as follows:

BACHELOR OF SCIENCE

English 4

Algebra 2 and Geometry 1

Foreign Language 2

Other standard courses

Applicants intending to major in science or mathematics must take additional courses in trigonometry, and two of the following physical sciences: Biology, Chemistry, Physics.

METHODS OF ADMISSION

All candidates for admission to the School of Education must complete in senior year the Scholastic Aptitude Test in the December or January series and the Three Achievement Tests in the December or January series. Candidates are urged to take the Scholastic Aptitude Test in December and the three Achievement Tests in the January series. All candidates will take the following Achievements Tests: ENGLISH, MATHEMATICS, AND FREE CHOICE. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Notification of acceptance or rejection will be sent to the applicant between February 1 and April 1 provided the application is complete and college board test scores have been received directly from Educational Testing Service.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests, may be obtained from the high school or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

SCHOLARSHIPS

All scholarship candidates must present "B" grades or better in all courses and must take in senior year the Scholastic Aptitude Test in the December or January series and the three Achievement Tests mentioned above in the December or January series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Applications for scholarships are sent to the candidates after receipt of the application for admission. The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey or Box 1025, Berkeley, California.

All Scholarship-aid grants are made on the basis of scholastic achievement and financial need. Although all scholarship aid is granted for four consecutive years, the renewal of this aid year by year is contingent on the continuance of financial need and superior academic performance. Announcement of scholarship-aid awards is made on or before April 1.

There are three hundred Boston College scholarships with stipends ranging from \$200 to \$2,400 awarded each year to students showing outstanding academic ability, character, and leadership. The General Motors Scholarship to Boston College with a maximum grant of \$2,000 per year is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need and range from \$200 to \$2,400 per year. The total value of Boston College Scholarships for Freshmen each year exceeds \$350,000.

Students may arrange for loans under the terms of the National Defense Education Act. For information on scholarships, write to Financial Aids Officer, Boston College, Chestnut Hill, Massachusetts 02167. Students, school officials, or parents are invited to make preliminary inquiries.

ADMISSION TO ADVANCED STANDING

Candidates for admission to Boston College School of Education from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission with advanced standing must present the following:

1. The requirements for admission to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or Box 1025, Berkeley, California.
2. A regular application for admission to the Boston College School of Education.
3. An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College.
4. Request the Dean of the former college to write a letter of recommendation.
5. A catalogue of the college from which the candidate is transferring. Applications and transcripts will not be accepted unless received directly by mail from schools and colleges previously attended.
6. The formal application and official transcript must be on file no later than June 20th.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students are accepted in transfer. Because of the limited on-campus and off-campus housing facilities we are unable to consider transfer students who will require such facilities. Transfer students must complete at least three years in residence to qualify for a Boston College degree from the School of Education.

REGISTRATION

Information concerning the procedure to be followed in registering will be issued in advance from the Registrar's office. These directions should be followed carefully.

Any student not present for the formal opening of classes should know that this absence will be counted among the limited absences which are allowed before a deficiency is incurred.

A fee of \$10.00 will be assessed for late registration.

DORMITORY ACCOMMODATIONS

There are fourteen dormitories for men on the campus: Cardinal O'Connell Hall, Cheverus Hall, Claver Hall, Fenwick Hall, Fitzpatrick Hall, Gonzaga Hall, Kostka Hall, Loyola Hall, Roncalli Hall, Southwell Hall, Shaw House, Xavier Hall, Welch Hall, and Williams Hall. The fee for board and room is \$1,000.00 for the academic year. This fee also includes health, mail, and linen service charges. Student dormitories are under the supervision of the Director of Resident Students who assigns all students to rooms.

Living facilities are also available in a number of approved private residences in the vicinity of Boston College.

Address requests for dormitory and other boarding accommodations for men students to:

DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167

Boston College has no dormitory accommodations for women students. However, the Director of Women's Housing will assign students to supervised residences near the campus. Inquiries should be addressed to:

WOMEN'S HOUSING

Boston College, McElroy Commons

Chestnut Hill, Massachusetts 02167

All students must file with the Registrar both their permanent and temporary address.

TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

Tuition is to be paid semi-annually.

Fees are payable at the beginning of each semester.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$700. (1967—\$800)

Registration Fee: for Freshmen and new students, \$10.

Total: For Upper Classmen—\$700 plus Fees. (1967—\$800)

For Freshmen and new Students—\$710 plus Fees. (1967—\$810)

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$700 plus Second Semester Fees.

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposit, Insurance, and fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit is paid, this Deposit is not applicable to any future year.

Students who are in arrears in payment at the end of either semester will be held out of one examination. This examination will be considered as an Absentee Examination for which there is a \$10.00 charge.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration—additional	10.00
Tuition—payable semi-annually	1,400.00
	(1967—1,600)
Student Accident Insurance—required	men students 7.50
	women students 5.00
Student Sickness Insurance (optional for non-resident students)	20.00

SPECIAL FEES

Absentee Examination	\$ 10.00
Art material Fee (For Juniors in Elementary Education only)	3.00
Biology Laboratory Fee—per semester	25.00
Change of Course	10.00
Change of Individual Subject	5.00
Chemistry Laboratory Fee—per semester	25.00
Extra Course—per semester hour credit	50.00
Graduation Fee	10.00
Language Laboratory Fee—per semester	5.00
Physics Laboratory Fee—per semester	25.00
Special Students—per semester hour credit	50.00
Student Identification Card (Freshmen Only)	2.00
Test and Measurement Fee	4.00
† Transcripts	1.00

† No transcripts will be sent from the Registrar's office during the periods of semester examinations and registration.

The laboratory fee covers rentals of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

The Trustees of the College reserve the right to change tuition and other fees whenever such action is deemed necessary.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar
School of Education
Campion Hall, Boston College
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within first weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition, Science and Registration Fee is to be made by check or Postal Money Order. These checks must be made out for the proper amount, made payable to Boston College—School of Education and sent to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments. The following plans are available at the cost indicated.

One Year Plan	(8 payments) — 4% more than Cash Price
Two Year Plan	(30 payments) — 5% more than Cash Price
Three Year Plan	(30 payments) — 6% more than Cash Price
Four Year Plan	(40 payments) — 6% more than Cash Price

The 2, 3, and 4 year plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and is offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours:

Daily — 9:00 A.M. to 4:00 P.M.

CURRICULUM FOR BACHELOR OF SCIENCE

PROGRAM FOR ELEMENTARY EDUCATION

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature and Composition	3	English Literature and Composition	3
History of Western Civilization	3	History of Western Civilization	3
Fine Arts: Visual Arts	3	Fine Arts: Music	3
Mathematics	3	Mathematics	3
or		or	
Modern Language	3	Modern Language	3
Speech	3	Theology	3
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
American Literature and Composition	3	American Literature Composition	3
Philosophy	3	Philosophy	3
Cultural Geography	3	Psychology: Growth Develop- ment and Learning	3
History of Education	3	Theology	3
Elective	3	Elective	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective	3	Science Elective	3
Curriculum Material and Teaching Methods in the Elementary Schools	3	Teaching Reading, Art, Music Social Studies and Speech in the Elementary School	6
Theology	3	Educational Measurement	3
Philosophy	3	Elective	3
Elective	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching	9	Philosophy	3
Philosophy of Education	3	Theology	3
Special Methods	3	Electives	9

PROGRAM FOR TEACHERS OF THE MENTALLY RETARDED

Majors in Elementary Education who wish to be certified for both elementary school teaching and teaching of the mentally retarded will follow these courses in their Junior and Senior years:

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective	3	Science Elective	3
Curriculum Materials and Teaching Methods in the Elementary School	3	Teaching Reading, Art, Music, Social Studies and Speech in the Elementary School	6
Philosophy	3	Teaching Mentally Retarded Children	3
Teaching Allied Arts for Teachers of Mentally Retarded Children	3	Educational Measurement	3
Introduction to Mental Retardation	3		
Theology	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching	9	Philosophy	3
Educational Measurement	3	Theology	3
Philosophy of Education	3	Diagnostic and Remedial Techniques in Reading	3
		Introduction to Speech Correction	3
		Electives	3

PROGRAM FOR SECONDARY EDUCATION

The following are the courses common to all secondary education majors:

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature and Composition	3	English Literature and Composition	3
History of Western Civilization	3	History of Western Civilization	3
Fine Arts: Visual Arts*	3	Fine Arts: Music*	3
Mathematics	3	Mathematics	3
or		or	
Modern Language	3	Modern Language	3
Speech	3	Theology	3
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

* Science majors do not take Fine Arts.

Students majoring in Mathematics or Sciences will take Mathematics. Freshmen are not permitted to begin a Modern Language, but only to continue one studied in high school.

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
American Literature and Composition	3	Theology	3
Philosophy	3	Philosophy	3
Psychology of Adolescence	3	History of Education	3
Electives	6	Electives	6

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective	3	Science Elective	3
Philosophy	3	Theology	3
Psychology of Learning	3	Seminar in Secondary School Curriculum	3
Electives	6	Electives	6

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching	9	Philosophy	3
Educational Measurement	3	Philosophy of Education	3
Curriculum Materials and Teaching Methods in the Secondary School	3	Theology	3
		Electives	6

ELECTIVES FOR SECONDARY EDUCATION MAJORS
MAJOR IN BIOLOGY

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry	4	Inorganic Chemistry	4
Math	3	Math	3

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Botany and Invertebrate Zoology	4	Vertebrate Zoology	4
Organic Chemistry	4	Organic Chemistry	4

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Electives	8	Science Electives	8

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Science Electives	8

MAJOR IN CHEMISTRY

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry I	4	Inorganic Chemistry II	4

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Organic Chemistry I	4	Organic Chemistry II	4
Differential Calculus	3	Integral Calculus	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Quantitative Analysis	4	Biochemistry	4
General Physics	4	General Physics	4
Electives (non Science)	3	Elective (non Science)	3

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Chemistry Electives	8

MAJOR IN ENGLISH OR CLASSICS

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English or Classics		English or Classics	
Elective	3	Elective	3
Elective	3	Elective	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English or Classics		English or Classics	
Electives	6	Electives	6

SENIOR YEAR

<i>English or Classics</i>	
Electives	6

MAJOR IN HISTORY

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of Western Civilization	3	History of Western Civilization	3

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of American Civilization	3	History of American Civilization	3
History Elective	3	History Elective	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History Elective	3	History Elective	3
Political Science Elective	3	Political Science Elective	3

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
History Elective	3
Political Geography	3

MAJOR IN MATHEMATICS

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Calculus	3	Calculus	3
Modern Algebra	3	Modern Algebra	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Calculus	3	Advanced Calculus	3
Abstract Algebra	3	Abstract Algebra	3
General Physics	4	General Physics	4

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Mathematics Electives	6

MAJOR IN MODERN LANGUAGES

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Modern Language	3	Advanced Modern Language	3
Elective	3	Elective	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Modern Language Electives	6	Modern Language Electives	6

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Modern Language Elective	6

MAJOR IN PHYSICS

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Anal. Geometry and Introduc- tion to Calculus	4	Anal. Geometry and Introduc- tion to Calculus	4
General Physics	4	General Physics	4

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Mechanics II	4	Electricity and Magnetism II	4
Calculus	3	Calculus	3
		Elective	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry	4	Inorganic Chemistry	4
Physics Elective	4	Physics Elective	4
Elective (non-Science)	3	Elective (non-Science)	3

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Physics Elective	8

ELEMENTARY MAJOR IN GENERAL SPEECH

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Public Speaking	3	Oral Interpretation	3

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Principles of Theatre Art	3	Introduction to Speech Correction	3

SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Voice Science and Phonetics	3

SECONDARY MAJOR IN SPEECH AND ENGLISH

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Public Speaking	3	Discussion and Debate	3
Principles of Theatre Art	3	Victorian Literature	3
Victorian Literature	3		

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Principles of Theatre Art	3	Play Direction, or Discussion and Debate, or Introduction to Speech Correction, or Argumentation and Group Dynamics	3
English Elective	3	English Elective	3

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
The Teaching of Speech and English	3	Play Direction, or Discussion and Debate, or Introduction to Speech Correction, or Argumentation and Group Dynamics	3
		English Electives	6

DESCRIPTION OF COURSES

ART

Acting Chairman: JOSEPHINE VON HENNEBERG.

Instructors: ELEANOR J. CARLO, OLGA STONE.

Lecturer: J. DANIEL SELIG.

ART 1—THE FINE ARTS IN WESTERN CULTURE: VISUAL ARTS (3)

An analysis of the elements and significance of the visual arts through the study of outstanding works in chronological order, from Egypt to the present.

ART 41—THE FINE ARTS IN WESTERN CULTURE: MUSIC (3)

A course designed to give the student an understanding of music as an art form, a knowledge of the place of music in the development of Western culture and an acquaintance with major types and composers of great music.

CLASSICS

Acting Chairman: JOSEPH P. MAGUIRE.

Students preparing to teach Latin in secondary school take courses in the Classics Department of the College of Arts and Sciences during their Sophomore, Junior and Senior years. Courses are chosen with the guidance of the chairman of the department. Course descriptions will be found in the catalogue of the College of Arts and Sciences.

EDUCATION

Chairman: WILLIAM C. COTTLE.

Professors: REV. CHARLES F. DONOVAN, S.J., JOHN R. EICHORN, SR. M. JOSEPHINA, C.S.J., EDWARD J. POWER, STEPHEN F. ROACH, ALEXANDER A. SCHNEIDERS.

Associate Professors: ROBERT L. BELENKY, KATHARINE C. COTTER, WILLIAM M. GRIFFIN, MARION J. JENNINGS, PIERRE D. LAMBERT, JOHN A. SCHMITT, JOHN F. TRAVERS, JOHN J. WALSH.

Assistant Professors: MICHAEL H. ANELLO, J. RICHARD BATH, ALAN BURNES, CATHERINE M. DOWNEY, MARGARET B. GRIFFIN, MARY D. GRIFFIN, JOHN A. JENSEN, GEORGE F. MADAUS, RAYMOND J. MARTIN, MARY C. O'TOOLE, JOHN R. RUANE.

Instructors: HENRY V. COLELLA, ANTHONY P. DEROSA.

Assistant Instructors: BRIAN K. MARRON, STEPHEN A. PATERNA.

Lecturers: LYNNE ASH, JOHN S. DACEY.

Teaching Fellows: FRANK WM. BLACK, DANIEL CROTTY, PATRICIA FONTES, THOMAS GORDON, ROBERT GOULD, PATRICIA O'NEILL, LISANIE ORLANDI, LEWIS OXFORD, JOSEPH RYAN, ELIZABETH TELFER, DOUGLAS WAX, SR. MARIJANE WERNER, KENNETH WOLKEN.

EDUCATION 31—PSYCHOLOGY OF ADOLESCENCE (3) (Secondary Majors)

A course designed to help prospective high school teachers to understand the adolescent personality through analysis of development, behavior, and psychological processes. It is geared to helping prospective teachers guide the physical, mental, social, and emotional development of adolescents.

EDUCATION 33—PSYCHOLOGY: GROWTH, DEVELOPMENT, AND LEARNING (3) (Elementary Majors)

An analysis of human development trends—physical, social, emotional and intellectual and their bearing on the learning process.

EDUCATION 35—HISTORY OF EDUCATION

A history of Education movements, leaders, and institutions.

EDUCATION 41—CURRICULUM MATERIALS AND TEACHING METHODS IN THE ELEMENTARY SCHOOL (3)

Teaching procedures and methods appropriate to the entire elementary school curriculum are presented with particular emphasis on Language Arts. Objectives, activities, classroom management, use of audio-visual techniques, field trips, and methods of appraising learning are treated.

EDUCATION 42—TEACHING READING IN THE ELEMENTARY SCHOOL (2)

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and intermediate grades.

EDUCATION 44—TEACHING ART, MUSIC, SPEECH AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (4)

A presentation of the techniques of teaching and directed practice and activities in the creative arts; and the presentation of materials and teaching techniques specific to the social studies area.

EDUCATION 46—TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL (3)

The application of general methods of teaching to specific curriculum areas and the presentation of teaching techniques and materials proper to each area.

EDUCATION 48—CURRICULUM MATERIALS AND TEACHING METHODS IN THE SECONDARY SCHOOL (3)

A presentation of the methods and practices appropriate to secondary school teaching.

EDUCATION 51—PHILOSOPHY OF EDUCATION (3)

A consideration of leading theories of education and an application of philosophical principles to basic educational issues.

EDUCATION 53—EDUCATIONAL MEASUREMENTS (3)

The construction, administration, and interpretation of instruments for evaluating student performance.

EDUCATION 101—STUDENT TEACHING (9)

Observation, participation and teaching five days each week from early October through January of Senior year in cooperating public schools under the supervision of the college staff.

EDUCATION 103—CHILDREN'S LITERATURE (3)

Developing programs in children's literature for the early grades with attention to appropriate content and themes and adequate style and level.

EDUCATION 105—SEMINAR IN SECONDARY SCHOOL CURRICULUM (3)

A post-student teaching seminar on the theory and development of curriculum as applied to the secondary school.

**EDUCATION 126—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN
READING (3)**

This course is designed to give the regular classroom teacher or clinician skill in diagnosing and removing reading deficiencies. Using a set of specimen tests, the study of one remedial reading case is required. Recommendations for the instruction of retarded readers are presented. The causes and prevention of reading failure are also considered.

**EDUCATION 151—PROFESSIONAL AND LEGAL PROBLEMS OF BEGINNING
TEACHERS**

A course designed to acquaint beginning teachers with the organizational and operational aspects of American public education and with teacher's professional and legal responsibilities.

EDUCATION 171—PRINCIPLES OF GUIDANCE (3)

The principles, practices and tools employed in organized guidance.

**EDUCATION 180—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL
CHILDREN (3)**

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence, and in social and emotional adjustment.

EDUCATION 181—INTRODUCTION TO MENTAL RETARDATION (3)

An overview of the field of mental retardation with consideration of the psychological problems as related to learning and adjustment. Includes causes and methods employed in determining who are the mentally retarded.

EDUCATION 182—TEACHING MENTALLY RETARDED CHILDREN (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources.

EDUCATION 59—TEACHING ALLIED ARTS FOR TEACHERS OF MENTALLY RETARDED CHILDREN (3)

A study of the theory and principles of the allied arts in special education with special emphasis given to laboratory experiences in home economics, industrial arts, and arts and crafts suited for the mentally retarded.

ENGLISH

Chairman: JOHN L. MAHONEY.

Associate Professors: LOIS T. HARTLEY, JOHN W. LOOFBOUROW.

Assistant Professors: JOHN J. FITZGERALD, THOMAS P. HUGHES, FRANCIS J. McDERMOTT, JOHN H. RANDALL, III.

Instructor: CAROL E. HURD.

Teaching Fellows: LOIS A. ZIEGELMAN, MARGARET CASEY.

ENGLISH 3-4—COMPOSITION AND ENGLISH LITERATURE (6)

A study of the grammatical structure and stylistic qualities of the English language, aiming at the improvement of the student's prose expression. A survey of English literature from Beowulf to the present.

ENGLISH 21-22—COMPOSITION AND AMERICAN LITERATURE (6)

Continued development of the student's prose expression, with analysis and application of rhetorical principles. A survey of American Literature from the beginnings up to T. S. Eliot.

Elementary education majors take this course for one year. Secondary majors take it for one semester only.

N. B. Students preparing to teach English in secondary school take courses in the English Department of the College of Arts and Sciences during their Sophomore, Junior and Senior years. With the guidance of the departmental chairman, courses such as the following are taken: En. 112, Chaucer; En. 127, Shakespeare's Comedies and Histories; En. 128, Shakespeare's Tragedies; En. 150, The Romantic Movement; En. 155, Victorian Literature; En. 184, History of the English Language. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

HEALTH AND PHYSICAL EDUCATION

Director of Women's Physical Education: THERESA A. POWELL.

HEALTH 1-2—HEALTH AND PHYSICAL EDUCATION

A course which gives the student a knowledge and appreciation of the skills basic to a variety of team and individual activities.

HISTORY

Chairman: THOMAS H. O'CONNOR.

Associate Professor: REV. WALTER J. MEAGHER, S.J.

Assistant Professor: LOUISE S. MOORE.

Instructor: MARIE T. CALLAHAN.

HISTORY 11-12—HISTORY OF WESTERN CIVILIZATION (6)

A survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

N. B. Students preparing to teach History in secondary school take courses in the Department of History of the College of Arts and Sciences during their Sophomore, Junior, and Senior years.

A History major is required to take History 11-12, History of Western Civilization, and History 41-42, History of American Civilization. Students judged exceptional by the Department will also enroll in History 39, Introduction to Historical Method. In addition to the prescribed courses, the History major must earn at least eighteen credits in the elective courses of the Department, nine of which will normally be in either European or American History. (For the purposes of these regulations, Russian History and Far Western History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History.) No student majoring in History will earn more than six credits in the history of one country, area, or period without the special permission of the Department.

MATHEMATICS

Chairman: REVEREND STANLEY J. BEZUSZKA, S.J.

Associate Chairman: JOSEPH A. SULLIVAN.

Assistant Professors: REV. JOHN F. CAULFIELD, S.J., AUGUSTUS J. FABENS, REV. WALTER J. FENNEY, S.J., JOHN P. SHANAHAN.

Instructor: LE-CHING CHERN.

Lecturer: MARGARET J. KENNEY.

MATHEMATICS 1-2—GENERAL COLLEGE MATHEMATICS (6)

Elements of Modern Mathematics: Introductory set theory, various systems of numeration, modulo systems. Study of Mathematics from a structural viewpoint with special emphasis on the historical development of the real number system.

MATHEMATICS 3-4—INTRODUCTION TO CALCULUS (6)

(Mathematics, Biology and Chemistry Majors)

Elements of Modern Mathematics and structural development of the

real number system. Elementary analysis: Study of sequences, limits and basic concepts of the differential calculus.

MATHEMATICS 21-22—CALCULUS (6) (Continuation of Mt. 3-4)

Differential and integral Calculus; Theory of Infinite series; Partial Derivatives; Introduction to Vector Analysis.

MATHEMATICS 33-34—MODERN ALGEBRA (6)

The first half of this course is an introduction to algebraic structures (groups, rings, fields) and includes elementary topics in number theory. The second half is a course in linear algebra, covering such topics as vector spaces, linear transformations, matrices, and determinants.

MATHEMATICS 137-138—ADVANCED CALCULUS (6)

This course consists of a systematic treatment of the calculus of functions of several variables and of infinite series. Topics covered include partial derivatives, multiple integrals, line and surface integrals, infinite series, and improper integrals.

N. B. Students preparing to teach Mathematics in secondary school take courses in the Mathematics Department of the College of Arts and Sciences. With the guidance of the departmental chairman, courses such as the following are taken: Mt. 147, Introduction to Computer Programming; Mt. 166, Projective Geometry; Mt. 172, Symbolic Logic. (Course descriptions may be found in the catalogue of the College of Arts and Sciences).

MILITARY SCIENCE

Chairman: COLONEL JOHN L. MURPHY, U.S.A.

Instructors: MAJOR AMONA K. HO, U.S.A., MAJOR KENNETH MONTGOMERY, U.S.A., CAPTAIN FLOYD J. SCHAEFER, U.S.A.

An Army ROTC Unit (General Military Science) is maintained at Boston College. Military Science is a four-year elective course. The objective of the course of instruction in Military Science is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. Distinguished Military Graduates are offered commissions in the Regular Army. Training in leadership is emphasized. Physically qualified male students aged 14 to 22 years, who are citizens of the United States and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of their Freshman year. Applicants who successfully complete the prescribed ROTC qualification tests will be enrolled in Advanced Course within quota limitations set by the Department of the Army. Advanced Course students receive the monetary allowances prescribed by law.

MILITARY SCIENCE I—BASIC COURSE * (4)

Freshman students attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in school of the soldier and exercises of command, organization of the Army, individual weapons and marksmanship.

*Not applicable to the required credits for a degree.

MILITARY SCIENCE II—BASIC COURSE * (4)

Sophomore students attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photography study, the United States Army and National Security, and an introduction to operations and basic tactics.

*Not applicable to the required credits for a degree.

MILITARY SCIENCE III—ADVANCED COURSE (5)

Classroom instruction is devoted to leadership, military teaching principles, small unit tactics, communications, and familiarization with the organization, function, and mission of the branches of the Army. Classroom attendance consists of three hours for one semester and two hours per week for the other semester. Actual exercise of command by students is emphasized during drill periods. Attendance at six-weeks summer camp is required.

MILITARY SCIENCE IV—ADVANCED COURSE (5)

As a cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in World Affairs, logistics, operations, military administration, personnel management, leadership, and officer indoctrination. Students are selected for branch assignment in the Senior year. Hours of instruction same as MS III.

DEPARTMENT OF MODERN LANGUAGES

Chairman: NORMAND R. CARTIER.

Assistant Professor: REBECCA M. VALETTE.

Instructors: JAMES F. FLAGG, VIVIANE TACONET, LILIAN WILLENS.

Lecturer: CHRISTAN TACONET.

Teaching Fellow: ARLENE C. DACKO.

FRENCH 11-12—INTERMEDIATE FRENCH (6)

Review of French grammar, reading of prose of moderate difficulty, written and oral composition.

FRENCH 61-62—FRENCH COMPOSITION AND CONVERSATION (6)

This course is designed to promote a functional grasp of the structure of French, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into French, reports of current events, and summaries of reading selections will provide the basis for discussion.

FRENCH 71-72—FRENCH MASTERPIECES (6)

Selected readings from the literary masterpieces of French literature.
Conducted in French.

FRENCH 101-102—SURVEY OF FRENCH LITERATURE (6)

A survey of French literature from the medieval period through the seventeenth century for majors and for Freshmen who have a superior language background.

Conducted in French.

GERMAN 11-12—INTERMEDIATE GERMAN (6)

Grammar and syntax; readings of historical or narrative poets and suitable scientific texts.

GERMAN 61-62—GERMAN COMPOSITION AND CONVERSATION (6)

This course is designed to promote a functional grasp of the structure of German, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into German, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate German, or its equivalent.

GERMAN 71-72—GERMAN MASTERPIECES (6)

Extensive reading in great works of modern German prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational German, or its equivalent.

GERMAN 101-102—SURVEY OF GERMAN LITERATURE (6)

An introduction to the study of German literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for German majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: German 61 (with an honor grade), German 71, or the equivalent.

Conducted in German.

ITALIAN 11-12—INTERMEDIATE ITALIAN (6)

This course intends to develop through oral usage a feeling for the right manner of expression. The basis of work will be readings which will stress the oral and written aspect of the language, supplemented by dictations and free compositions.

ITALIAN 71-72—ITALIAN MASTERPIECES (6)

Extensive reading in great works of modern Italian prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational Italian, or its equivalent.

ITALIAN 101-102—SURVEY OF ITALIAN LITERATURE (6)

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th Century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: Italian 61 (with an honor grade), Italian 71, or the equivalent.

Conducted in Italian.

SLAVIC 1-2—ELEMENTARY RUSSIAN (8)

This is a course for beginners which stresses intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

SLAVIC 11-12—INTERMEDIATE RUSSIAN (6)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

SLAVIC 61-62—INTENSIVE INTERMEDIATE RUSSIAN (12)

This course is designed, through intensive training in oral usage, to achieve an adequate mastery of the language: listening comprehension, oral proficiency, and composition. The basis of the work is the original prose of Russian writers of moderate difficulty.

SPANISH 11-12—INTERMEDIATE SPANISH (6)

Review of grammar, reading of prose of moderate difficulty, written and oral composition.

SPANISH 61-62—SPANISH COMPOSITION AND CONVERSATION (6)

This course is designed to promote a functional grasp of the structure of Spanish, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into Spanish, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate Spanish, or its equivalent.

SPANISH 71-72—SPANISH MASTERPIECES (6)

Extensive reading in great works of modern Spanish prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Prerequisite: Conversational Spanish, or its equivalent.

SPANISH 101-102—SURVEY OF SPANISH LITERATURE (6)

An introduction to the study of Spanish literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors, open also to other qualified students with superior linguistic preparation.

Prerequisite: Spanish 61 (with an honor grade), Spanish 71, or the equivalent.

Conducted in Spanish.

N. B. Students preparing to teach Modern Languages in secondary school take courses in the Department of Modern Languages of the College of Arts and Sciences. With the guidance of the Departmental chairman, courses such as the following are taken: Language 101-102, Survey of Literature; Language 181-182, Advanced Composition and Conversation; and elective courses in particular phases of literature and civilization. If a second language is desired special elective courses can be arranged with the approval of the departmental chairman.

PHILOSOPHY

Chairman: REV. JOSEPH FLANAGAN, S.J.

Professors: REV. WILLIAM E. FITZGETALD, S.J., REV. TIMOTHY J. O'MAHONY, S.J.

Assistant Professors: IDELLA J. GALLAGHER, REV. FRANCIS P. MOLLOY, S.J., REV. GEORGE R. FUER, S.J.

Instructor: WALTER CONN, S.J.

PHILOSOPHY 10—INTRODUCTORY PHILOSOPHY (3)

Aims to develop precise and logical habits of thinking in the students, based on a study originating from Aristotle and further developed by the scholastics; studies, in the second part of the course, the nature of human knowledge and the fonts of certitude.

PHILOSOPHY 21—METAPHYSICS (3)

Introduces the student to the metaphysics of reality based on the existential principles of Thomistic philosophy. Studies change both radical and superficial and the various act-potency relations in reality.

PHILOSOPHY 22—PHILOSOPHICAL ANTHROPOLOGY (3)

This course considers the evidence of personal experience, philosophy, and science in its appraisal of the true nature of men as possessing an immaterial intellect and will, rooted in a spiritual soul. The senses, emotions, and passions of man are also discussed. The sources for this course are found in the ancient, medieval, and modern philosophers, together with insights gleaned from contemporary writers in phenomenology and existentialism.

PHILOSOPHY 54—ETHICS (3)

Course will investigate the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined.

POLITICAL SCIENCE

Chairman: GARY P. BRAZIER.

Students preparing to teach History in secondary school take courses in the Department of Political Science of the College of Arts and Sciences during their Sophomore, Junior, or Senior years. With the guidance of the departmental chairman, courses such as the following are taken: Po. 101, Introduction to American National Government; Po. 102, The Legislative Process; Po. 108, State Government; Po. 151, International Relations and Politics; Po. 152, International Organization and Policy; and other electives. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

SCIENCE

Associate Professor: JOHN F. TRAVERS, JR.

Assistant Professors: J. RICHARD BATH, JOHN J. POWER.

SCIENCE 31-32—THEORIES AND LAWS OF PHYSICAL SCIENCE (6)

An introductory study of the origin and development of the fundamental theories and laws of physics and chemistry.

SCIENCE 41—CULTURAL GEOGRAPHY (3)

A study of man's use of his environment in the major geographic regions of the earth. Required for majors in elementary education.

SCIENCE 141—FOUNDATIONS OF POLITICAL GEOGRAPHY

A survey of world political patterns as determined by basic geographic realities.

N. B. Students preparing to be science teachers in secondary school take courses in Biology, Chemistry and/or Physics Department of the College of Arts and Sciences. With the guidance of the departmental chairman, programs such as those outlined above on pages 64, 68, and 134 will be followed. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

SPEECH

Chairman: JOHN H. LAWTON.

Associate Professor: MARY T. KINNANE.

Assistant Professors: REV. JOSEPH M. LARKIN, S.J., PAUL J. MARCOUX.

Instructors: GAIL A. McGRATH, RICHARD A. SINZINGER.

SPEECH 1—FUNDAMENTALS OF SPEECH (3)

A course in informal communication, with emphasis upon voice projection, correct and distinct speech, and effective listening.

SPEECH 51—PUBLIC SPEAKING (3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings so that students may evaluate their own progress.

SPEECH 53—ORAL INTERPRETATION OF LITERATURE (3)

The principles and techniques of reading aloud. Emphasis upon the logical and emotional content of various literary forms. Practice in readers and chamber theatre techniques.

SPEECH 55—PRINCIPLES OF THEATRE ARTS (3)

A study of the basic principles of dramatic writing and of the evolution of these principles in the history of the Western theatre.

SPEECH 56—PLAY DIRECTION (3)

This course is concerned with the several aspects of dramatic production, including the selection of dramas and the directing and staging of such plays. Attention is given to the production of period dramas.

SPEECH 58—ARGUMENTATION AND GROUP DYNAMICS (3)

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation and delivery of logical argumentation. Attention is also given to group problem solving through the discussion method. Special emphasis is placed on the techniques of effective discussion leadership and participation. The course may be taken after a semester of public speaking, or without such prior training.

SPEECH 107—VOICE SCIENCE AND PHONETICS (3)

A study of the mechanisms for speech and hearing. Students are also introduced to the International Phonetic system and have experiences in phonetic transcription.

SPEECH 108—INTRODUCTION TO SPEECH CORRECTION (3)

In this course students become familiar with the more common speech handicaps and their causes. Course is designed to meet the needs of youth workers, teachers and other specialists who work with young people.

SPEECH 112—DISCUSSION AND DEBATE (3)

Analysis of current policy and issues. Methods and materials of research, use and evaluation of evidence, methods of reasoning, case development, logical fallacies and practice in various types of discussion and debate.

THEOLOGY

Chairman: REV. WILLIAM J. LEONARD, S.J.

Professor: REV. WILLIAM A. DONAGHY, S.J.

Assistant Professors: JOSEPH A. BURGESS, REV. EDWARD R. CALLAHAN, S.J., REV. DAVID R. CUMMISKEY, S.J., REV. PAUL A. MURPHY, S.J., REV. PATRICK J. RYAN, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J.

Lecturer: WILLIAM W. DOYLE.

THEOLOGY 10—CHRIST IN PROMISE AND FULFILLMENT (3)

This course is a study of divine revelation and of faith as man's response to it. The theological meaning of the biblical message is examined in the light of the literary forms and life-circumstances characteristic of the times when the Bible was written. In particular, the Old Testament is presented as the history of God's plan of salvation, and the Gospels as the delineation of Christ as Prophet, Messiah-King, and Son of God.

THEOLOGY 20—THE CORPORATE CHRIST (3)

An historical development of the doctrines of the Incarnation and the Redemption introduces this course and links the Person of Christ with the Church he founded. Scriptural evidence for the structure and growth of the early church is followed by a presentation of the Church's self-knowledge as reflected in the *Constitution* of the Second Vatican Council.

THEOLOGY 50—LIFE IN CHRIST (3)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally union with Christ in the Church by means of the Sacraments. This union, of life and of worship, involves the theological questions of grace, the priesthood, and the liturgy that command most attention in this course.

THEOLOGY 111—THE DEAD SEA SCROLLS (3)

This course will treat of the discovery, identification, and dating of the Qumran literature and its contents. It will discuss the excavations of Khirbet Qumran, the Qumran Covenanters, and the Essenes. It will examine Essene beliefs and practices, the Teacher of Righteousness. Finally, it will compare and contrast Essenism, Judaism, and Christianity.

Not offered in 1966-1967.

THEOLOGY 112—THE JOHANNINE LITERATURE OF THE NEW
TESTAMENT (3)

This course will be concerned principally with the Fourth Gospel, but will also incorporate to some extent the Johannine Epistles and the Apocalypse.

THEOLOGY 116—THE NEW TESTAMENT INTERPRETATION TODAY (3)

The major developments in New Testament interpretation during the past century, from Renan and Strauss to Barth and Bultmann.

THEOLOGY 120—THEOLOGICAL PERSPECTIVE IN MODERN LITERATURE (3)

The various vision of man in the contemporary world offered by recent writers who are aware of the theological dimensions.

THEOLOGY 124—SECULAR CHRISTIANITY (3)

A consideration of the thought of such contemporaries as Bonhoeffer, Robinson, Harvey Cox.

THEOLOGY 125—TENSIONS IN CONTEMPORARY CHRISTIAN
THEOLOGIES (3)

A study of contemporary theology, embracing the biblico-historical schools, Tillich and his school, Robinson, Routley, and the British "honest to God" school, Altizer, Van Buren, Vahanian, and the American "new symbols" schools, with special attention to the epistemological presuppositions of each.

THEOLOGY 126—PATTERNS OF CONTEMPORARY CHRISTIAN
INVOLVEMENT (3)

Modalities of the Christian experience analyzed and illustrated in the light of contemporary theology, sociology, and psychology.

THEOLOGY 128—THE TRANSCENDENT IN RECENT THOUGHT (3)

A critical study of contemporary man's search for God as posed by such philosophers as Whitehead, Heidegger, and Tillich.

THEOLOGY 130—PSYCHOLOGY OF RELIGIOUS EXPERIENCE (3)

The dynamic factors in personality development that have their roots in the religious experience of the individual in contemporary society.

THEOLOGY 133—THE REFORMATION (3)

This course will present the principal figures and issues of the Reformation, especially in Germany.

THEOLOGY 134—THE FAITH-REASON CONFLICT (3)

An examination of the conflict between faith and reason through a detailed study of the major historical and philosophical currents of the high Middle Ages.

THEOLOGY 135—RELIGIOUS CURRENTS IN THE THIRD CENTURY
CHURCH (3)

The history of the Church in the third century is one of expansion

and development. This course will consider the remarkable growth of Christianity in Rome, Africa, Alexandria, and Palestine. Then, with the Decian persecution, it will examine the weakness of Christians, the apostasies that gave rise to such acute problems as the forgiveness of sins of apostasy, actual schism, the challenge to the authority of the episcopacy, the baptism of heretics, and the threat to the unity of the church.

Not offered in 1966-1967.

THEOLOGY 136—ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION (3)

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis.

THEOLOGY 139-140—BIBLICAL GREEK (6)

This course is designed for students who desire to read the New Testament and other documents of early Christianity written in Greek, in the original language. The course will concern itself with the study of grammar and syntax, and, in addition, there will be selected readings in the New Testament. The prior study of Greek is not required.

THEOLOGY 141-142—ELEMENTARY BIBLICAL HEBREW (6)

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read the easier passages of the Old Testament.

THEOLOGY 143—JEWISH HISTORY, 450 B.C.-135 A.D. (3)

A study of the history of Judea from the re-establishment of the state during the days of Ezra (ca. 450 B.C.) to the failure of the Bar-Kokhba uprising under Hadrian (ca. 135 A.D.).

THEOLOGY 144—THE MAJOR PROPHETS OF THE OLD TESTAMENT (3)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

THEOLOGY 145-146—SELECTED READINGS IN BIBLICAL HEBREW (6)

This course is open to students who have manifested an ability in elementary Biblical Hebrew. Its objective is to give the student a deeper understanding and competence in his reading of the Old Testament.

THEOLOGY 147—HEBREW LITERATURE IN THE AGE OF THE NEW
TESTAMENT (3)

An examination of the major works of Hebrew literature contemporaneous with the New Testament.

THEOLOGY 148—THE PHILOSOPHY OF THE HEBREW EXPERIENCE (3)

A study of the world-view of the Hebrew people, concentrating on their concept of God; contrasts with other archaic cultures.

THEOLOGY 149—THE BOOK OF GENESIS (3)

An examination of the Book of Genesis in the light of archaeological and literary discoveries in the Ancient Near East.

THEOLOGY 162—WORSHIP IN THE WEST (3)

The evolution of the forms of worship as reflecting the patterns of western culture from apostolic times to the reforms of the Second Vatican Council.

THEOLOGY 163—PASTORAL LITURGY (3)

The demands made on the Christian for meaningful, fully human involvement in the symbolic action of the liturgy.

THEOLOGY 165—A HISTORY OF CHRISTIAN WORSHIP (3)

This course will review the development of both private and social prayer among Christians, pointing out its antecedent in the prayer of the Old Testament, its origins in the precepts and example of Christ, and its growth from apostolic times. Subjects for discussion will include psalmody acclamations and invocations, hymns, creeds, litanies, the contents of the liturgical books (with special reference to the Divine Office), the Christian Year, the sacraments, blessings and consecrations, devotions to Our Lady and the Saints, and meditation, according to the various schools of spirituality.

Not offered in 1966-1967.

THEOLOGY 166—THE YEAR OF THE LORD (3)

A study of the origins and development of Christian festivals and observances, especially as they mirror the culture and spirituality of the ages in which they appear and flourish.

THEOLOGY 168—TWO THEOLOGICAL MENTALITIES: EASTERN AND WESTERN CHRISTIANITY (3)

The problems of Christian unity from the viewpoints of Rome, Constantinople, and Moscow.

THEOLOGY 174—THEOLOGY OF THE MISSIONARY CHURCH (3)

This course will discuss the missionary mandate of the church, the history of missionary endeavors, the problems encountered in bringing the Gospel to unbelievers at home and abroad in the present age.

THEOLOGY 176—THE SIGNIFICANCE OF CHRIST IN ECUMENICAL DIALOGUE (3)

This course will discuss the place of Christology in the world of today and examine these positions in the light of the historical development of the doctrine.

THEOLOGY 181—GOD AND HUMAN KNOWLEDGE (3)

An examination of key medieval theories of knowledge with reference to the doctrine of illumination and knowledge of God. Particular attention will be paid to Bonaventure and his school.

THEOLOGY 182—DEVELOPMENT AND DEVELOPMENTS IN THEOLOGY (3)

The new interest in the development of dogma and a study of its implications.

THEOLOGY 183—EVOLUTION AND ORIGINAL SIN (3)

The doctrine of original sin from Augustine to Chardin and its relation to the evolutionary dimension in contemporary thinking.

THEOLOGY 184—THE CHRISTIAN LAYMAN AFTER THE SECOND VATICAN COUNCIL (3)

Conciliar recognition of the status and importance of the layman in the twentieth century Church.

THEOLOGY 185—FAITH AND THE PROBLEM OF GOD (3)

A study of some issues in both historical and systematic theology that are related to contemporary problems in unbelief.

THEOLOGY 186—THE THOUGHT OF PAUL TILlich (3)

A study of an influential modern Protestant theologian, emphasizing the continuity and discontinuity of his thought with scholastic patterns.

THEOLOGY 187—THEORIES OF IMMORTALITY (3)

A consideration of contemporary discussions on death and immortality as a point of departure for a study of these problems in Greek, Medieval, and early modern thought.

THEOLOGY 191—A HISTORY OF MORAL THEOLOGY (3)

A survey course in the history of Christian morality.

THEOLOGY 192—CHRISTIAN MORALITY IN THE MODERN WORLD (3)

A discussion of some of the problems encountered by the Christian conscience in today's world.

THEOLOGY 193—SEMINAR ON THE CHANGING PATTERNS OF PARISH LIFE (3)

Some of the questions to be discussed will be following: the primacy of total worship; the priesthood as a service to the community; the dynamic involvement of pastor and people; the management of parochial funds; the parochial school as opposed to the parish school of religion; the planning of church buildings; ecumenical relations; the parish and the civic community.

THEOLOGY 194—PHILOSOPHY OF RELIGION (3)

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods.

THEOLOGY 196—AMERICAN CHRISTIANITY (3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

THEOLOGY 197-198—THE HISTORY OF RELIGIONS (6)

Contributions to the subject from the fields of history, sociology, and psychology, followed by a study of the religions of Greece and Rome, of the ancient Hebrews, of India and China, Islam, and American Protestantism.

THE SCHOOL OF NURSING



CHESTNUT HILL, MASSACHUSETTS 02167

THE BOSTON COLLEGE
SCHOOL OF NURSING

1965-1967

OFFICERS OF ACADEMIC ADMINISTRATION

RITA P. KELLEHER, R.N., M.Ed.
Dean

PAULINE R. SAMPSON, R.N., M.Ed.
Administrative Assistant to the Dean

KATHERINE R. MCQUEENEY, A.M.
Registrar

JAMES F. GEARY, S.J., A.M., S.T.L.
Spiritual Counselor

EDWARD J. GORMAN, S.J., Ph.L.
Spiritual Counselor

JEAN F. TEUTONICO
Assistant to the Registrar

MARY L. PEKARSKI, M.B., B.S.L.S.
Librarian

JANET DUNPHY, R.N., B.S.
Director of Health Services

COOPERATING HOSPITALS, COMMUNITY AGENCIES
AND ASSOCIATIONS

BOSTON CITY HOSPITAL, Boston

THE BOSTON FLOATING HOSPITAL, Boston

BROCKTON VISITING NURSE ASSOCIATION, Brockton

BROOKLINE VISITING NURSE ASSOCIATION, Brookline

CITY OF BOSTON HEALTH DEPARTMENT, Boston

DEDHAM HEALTH DEPARTMENT, Dedham

DEDHAM SCHOOL DEPARTMENT, Dedham

DEDHAM VISITING NURSE ASSOCIATION, Dedham

EAST BRIDGEWATER VISITING NURSE ASSOCIATION, East
Bridgewater

FALL RIVER DISTRICT NURSING ASSOCIATION, Fall River

FRAMINGHAM VISITING NURSE ASSOCIATION, Framingham

LABOURE CENTER, South Boston

LEMUEL SHATTUCK HOSPITAL, Boston

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH, Boston

METROPOLITAN STATE HOSPITAL, Waltham

NEEDHAM HEALTH DEPARTMENT, Needham

NEW ENGLAND CENTER HOSPITAL, Boston

NEWTON HEALTH DEPARTMENT, Newton

NEWTON VISITING NURSE ASSOCIATION, Newton

QUINCY VISITING NURSE ASSOCIATION, Quincy

RHODE ISLAND STATE HEALTH DEPARTMENT, Providence, R.I.

SAINT MARGARET'S HOSPITAL, Dorchester

TAUNTON VISITING NURSE ASSOCIATION, Taunton

VETERANS' ADMINISTRATION HOSPITAL, West Roxbury

VISITING NURSE ASSOCIATION, Boston

WEYMOUTH VISITING NURSE ASSOCIATION, Weymouth

HISTORY

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the co-operation of His Excellency, Most Reverend Richard J. Cushing, D.D., Archbishop of Boston, a program was offered in February, 1947, leading to the degree of Bachelor of Science in Nursing or Nursing Education to Graduate Nurses. In September, 1952 this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in Nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the college campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

PHILOSOPHY AND PURPOSE OF THE SCHOOL OF NURSING

As a Jesuit educational institution, Boston College School of Nursing shares with all the other schools of the University the purpose described by Pope Pius XI in his encyclical on Christian Education: "To cooperate with divine grace in forming the true and perfect Christian."

As an institution of higher learning, Boston College has as its objective the conservation, the extension, and the diffusion of knowledge by means of the schools, colleges, institutions, and resources of the University with the purpose of fostering, in the tradition of Christian humanism, comprehensive and integrated understanding of our intellectual heritage, dedication to the advancement of learning, and a sense of personal and social responsibility as all of these are known in the light of reason and divine revelation.

Boston College follows the Jesuit tradition of belief in the particular excellence of a liberal arts education. Accordingly, in the School of Nursing, there is a balance of liberal arts and professional education with the liberal arts courses carefully integrated throughout all four years.

The School of Nursing believes that nursing is a ministerial profession serving God through dedicated service to man; that there are personal satisfactions in nursing derived from the giving of this service; that this service is of a personal nature and implies caring for or helping people; and for the perfection of this service, the nurse must have an understanding and respect for the nature, dignity, and worthwhileness of man.

The curriculum of the School of Nursing is designed to develop habits of logical and accurate thinking through such courses as logic and the natural sciences; the ability of clear and effective self-expression through such courses as composition, rhetoric, and seminars; a knowledge of human nature through courses in literature and psychology; a knowledge of the past through courses in history; a knowledge of the present, a contemporary social awareness, and an attitude of social, civic, and professional responsibility through courses in social sciences; a knowledge and appreciation of ultimate religious, philosophical, and moral values through courses in theology and philosophy. Courses are directed toward the personal development of the student and enable her to meet admission requirements for graduate study.

The basic purpose of the educational program in nursing is to provide opportunities for each student to acquire the knowledge, understanding, attitudes, and skills necessary to give comprehensive nursing care to people in various hospitals and community settings.

The program provides theory and clinical practice in nursing based on the changing needs of society. Learning experiences are planned for students: (1) to become increasingly skillful in the ministrations of patient-centered nursing, in identifying and solving nursing problems and in dealing with complex human relationships; (2) to participate with other members of the health teams in the prevention of disease and in solving health problems; (3) to plan and direct nursing care given by associated nursing personnel; (4) to interpret and demonstrate nursing care to others in the hospital setting and in the community.

ACCREDITATION

The program is approved by the Board of Registration in Nursing, Commonwealth of Massachusetts and accredited by the Accrediting Services of the National League for Nursing.

GENERAL INFORMATION

LIBRARY FACILITIES

One of the principal factors in the intellectual life of the students at Boston College is the Library. The School of Nursing has its own professional Library on the top floor of Cushing Hall. The Library consists of books, pamphlets, microfilm and a large collection of periodicals related to nursing. It is a member of the Boston Medical Library, the Catholic Library Association and the Medical Library Association. The other libraries of the University are also available for student use.

COLLEGE ORGANIZATIONS

Besides the traditional classroom matter and methods, co-curricular activities were outlined as long ago as 1599 in the Jesuit "Ratio Studiorum" under the heading of Academies. Each organization functions under the supervision of a Faculty Adviser.

THE SODALITY OF THE BLESSED VIRGIN is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as patroness.

In the School of Nursing there is a Senior Sodality for the Registered Nurse students and a Junior Sodality for the students in the basic collegiate program. The organizations meet regularly to carry on their activities, both contemplative and active.

THE STUDENT ORGANIZATION was formed to serve as a channel through which the student body might formulate its views on student problems and govern themselves in a democratic manner. Representatives from the School of Nursing also serve on the CAMPUS COUNCIL. This group assists the Faculty and Administration in organizing and maintaining student activities to promote spiritual and temporal development; to contribute to the observation of disciplinary regulations, and to perform designated activities on behalf of the student body.

THE GLEE CLUB meets each week under the direction of the Musical Director, Mr. Peloquin.

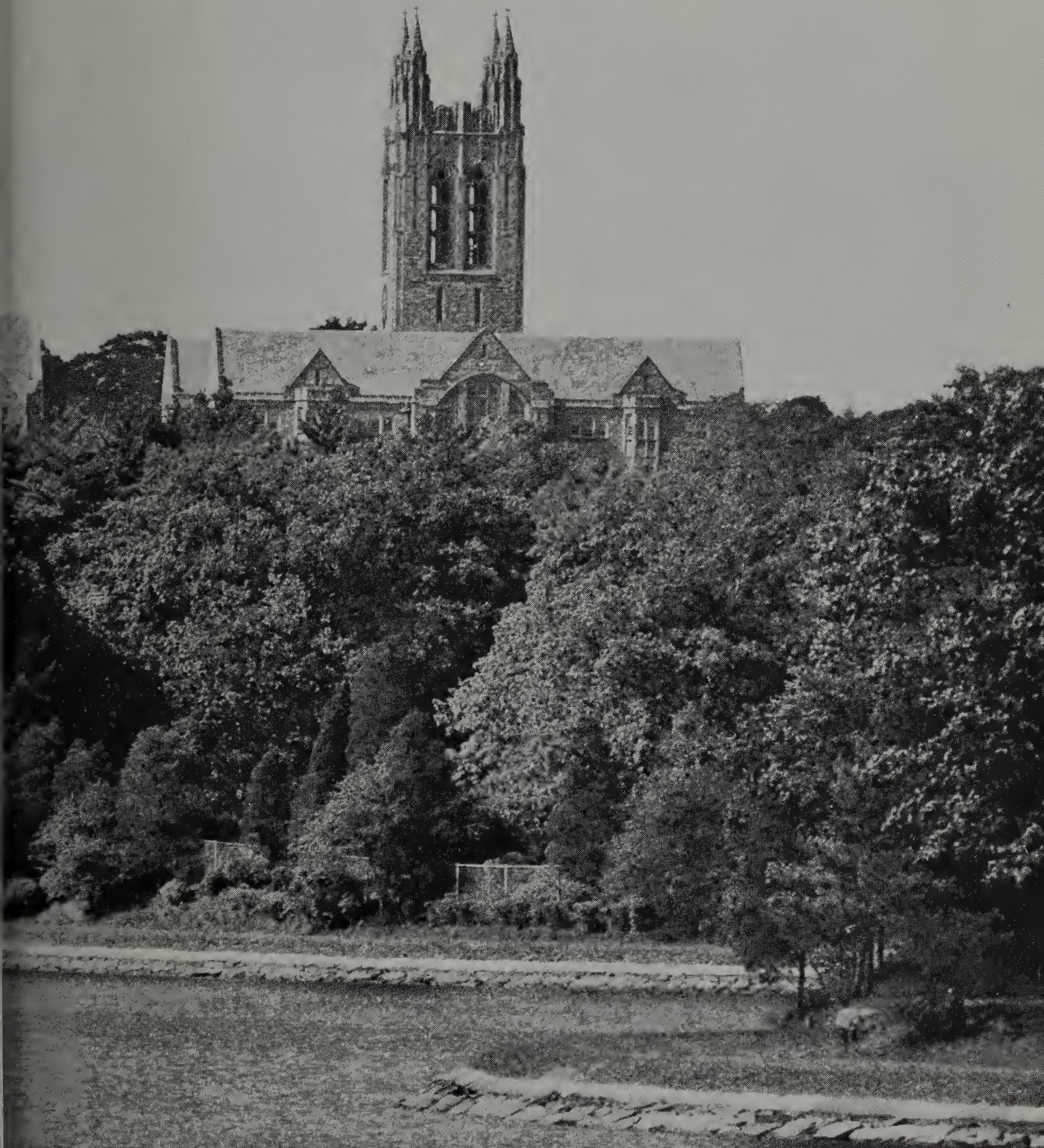
THE ENGLISH ACADEMY is composed of a group of registered nurse students who meet to discuss literature and the allied arts. The Academy, in an attempt to stimulate keenness of perception and judgment, conducts discussions which concern the philosophical value of literature, its spiritual and idealistic elements, and the question of taste. Membership in the English Academy is based upon scholastic achievement.

THE BOSTON COLLEGE DRAMATIC SOCIETY, offering membership to the students of the School of Nursing, affords an excellent opportunity to those who wish to develop stage presence, poise, and the art of self-expression. The Society presents at least two outstanding plays each year.

STUDENT PUBLICATIONS

THE BOSTON COLLEGE HEIGHTS is the publication of the student body. It is a newspaper written and published every week by the students for the purpose of keeping the students informed of events of interest about the College, providing a means of voicing student opinion, stimulating student interest in self-expression and bringing the student body closer together and making all aware of the happenings of each group.

"THE TOWERS"



HIGGINS HALL



THE STYLUS, a literary magazine, is published four times a year.

THE SUB TURRI is the annual publication of the Seniors. It is a pictorial chronical of the activities of the class during its undergraduate life.

RECREATION ASSOCIATION

The Women's Recreation Association, open to all women students of the School of Nursing, sponsors a program of athletic and recreational activities on and off campus, including—golf, tennis, sailing, swimming.

STUDENT PERSONNEL PROGRAM

The educational philosophy of the Boston College School of Nursing places emphasis upon the individual student and her total development as a person. The Guidance Program functions as a medium through which the student is assisted to realize her personal and professional potentialities. The program is under the supervision of a full-time Guidance Director.

The program includes such services as: Orientation, Counseling, Group Guidance, Individual Inventory, Informational Services and Placement. Each semester every student is assigned to a faculty adviser for individual counseling. Guidance is also offered in special areas such as spiritual, health, personal and social adjustment, reading and study skills.

HEALTH PROGRAM

The Student Health Program is designed to guide the student to attain and to maintain optimum individual health through a program of health education and through certain preventive and remedial services. The program is under the supervision of the Director of Health Services with the cooperation of the School Physician. The School Physician is on call for all emergencies and makes scheduled visits to the school. The Health Office is opened during school hours. The Health Education Program conducted through group conferences aids the student in developing concepts of positive health. Health Services include a complete physical examination, health guidance, medical advice, immunization, emergency service and a complete record system.

The school and cooperating hospitals and health agencies do not provide for hospitalization due to accident or illness. The college has established an accident insurance plan which is compulsory for all full-time students. This must be supplemented by sickness insurance either by membership in a family plan or in the college sickness insurance plan. The latter coverage requires an additional premium.

All students are required to participate in the immunization program established by the School.

CLASS STANDING AND PROMOTION

The standing of a student is determined by a weighted semester average. A review of each student's record is made at the conclusion of each semester by the Committee on Promotions which recommends promotion in the program. The passing grade is D. A student must maintain a cumulative average of C- as the minimum standard of scholarship.

No grade below C will be considered passing in professional nursing courses. In courses requiring a mark in theory and in practice, each mark must be C or above.

The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of conduct and academic work. In this matter the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, she is held responsible for the regulations and traditions of the college.

LIVING ACCOMMODATIONS

Registered Nurse students may live wherever they desire with the approval of the School of Nursing. The school does not have a dormitory but will assist out-of-town students in locating satisfactory living accommodations in the vicinity of the school. Application for such facilities should be made well in advance of the opening of school.

Students may be assigned to out-of-town or out-of-state Public Health agencies for required field experience and must provide their own living accommodations.

Basic students may live at home or in a residence which has been approved by the school. These residences provide complete boarding facilities. During the clinical experience students may live in the Nurses' Residence of the cooperative hospital whenever such accommodations are available. The students will be responsible for paying their own room, board and laundry during this time.

APPROVAL OF STUDENT ACTIVITIES

All activities, athletic or social or of any other nature, which may be identified directly or indirectly with the College, are subject to the explicit approval of the Dean of the School of Nursing.

ACADEMIC REGULATIONS

Regulations regarding grades, dean's list, failure, dismissal, attendance at class, absence from examinations, and eligibility for participating in sports, major activities, and class office are published in a Student's Handbook.

PROGRAM

Leading to
the Degree of
BACHELOR OF SCIENCE

The program combines an academic and basic nursing professional course and leads to the degree of Bachelor of Science with a major in Nursing.

The first two semesters are devoted primarily to general academic studies with introductory professional courses and practice in nursing. The third semester the student begins her clinical practice in various hospitals and other health agencies. Instruction and supervision in all courses of study are given by the faculty from the Boston College School of Nursing.

As of September 1965 Registered Nurse students will be admitted directly into the basic program. Students will be given the opportunity to take examinations for advanced standing. The examinations will be given in the biological, physical and social sciences, and nursing. Students who qualify in the above-mentioned areas will receive advanced standing and will be exempt from required courses.

REQUIREMENTS FOR ADMISSION

General Requirements: All applicants to the School of Nursing must complete courses in the areas of English, algebra, geometry, physical sciences, and foreign languages. The minimum requirements are as follows:

English	4 years
Algebra	2 years
Geometry	1 year
Social Studies	1 or 2 years
Science	2 years

All candidates must take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Students must also take Achievement Tests in English, Mathematics and one elective. Application forms and information bulletins for the College Entrance Examinations may be obtained from the high school Principal or the Director of Guidance or by writing directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles 27, California. It is advised that the Scholastic Aptitude Test be taken in the December series and the Achievement Tests in the January series. Candidates are urged to take these tests no later than March.

In addition applicants must meet the health requirements set by the school and must present evidence testifying to their good moral character and their general ability to meet the standards of the school.

ADDITIONAL ADMISSION REQUIREMENTS FOR REGISTERED NURSE STUDENTS

Applications for admission to the Boston College School of Nursing should communicate with the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Applications forms and complete information regarding entrance requirements will then be furnished. Registered Nurse applicants must be graduates of a state accredited school of nursing.

Final decision cannot be made on any application until the Director of Admissions has all the following information on official Boston College forms:

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

SCHOLARSHIPS

All scholarship candidates must present certificating "B" grades in all courses and must take the Scholastic Aptitude Test in the December series and the Achievement Tests in English, Mathematics and one elective in the January or March series. Special scholarship applications are sent to the candidates after receipt of the application for admission. Awards are made on the basis of demonstrated financial need as well as on the C.E.E.B. Scholastic Aptitude Test and High School Record. The Parents' Confidential Statement issued by the College Scholarship Service at P.O. Box 176, Princeton, New Jersey, or P.O. Box 27896, Los Angeles 27, California must be submitted.

The holder of a scholarship will be required to maintain a high rank in her class for proficiency, diligence and good conduct.

STUDENT LOAN

The Tuition Plan is available to those who prefer monthly payment of tuition. Literature is available at the Financial Aid Office.

Nursing-student loan funds are available for qualified applicants (Nurse Training Act, 1964).

The Army and the Navy Nurse Corps offer programs for undergraduate students. Students may apply for appointment in this program at the beginning of Junior Year.

ANNUAL EXPENSE REQUIREMENTS

Boston College is not an endowed Institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and for other collegiate requirements.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

General Fees

Application fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable, but applicable to tuition	100.00
Registration—new student (not refundable)	10.00
Late Registration Fee (additional)	10.00
Achievement Examinations Fee	5.00
Tuition—payable semi-annually in advance	1,400.00
Extra Course—per semester hour credit	50.00
Intersession	160.00

Special Fees

Tuition—per semester hour—part-time students	\$ 40.00
Registration Fee—per semester—part-time students	5.00
Biology Laboratory Fee	25.00
Chemistry Laboratory Fee	25.00
Nutrition Laboratory Fee	10.00
Physics Laboratory Fee	25.00
Absentee Examination	10.00
¹ Certificates, Marks, etc.	1.00
Health Fee (Basic Students) Including Accident and Hospitalization Insurance	30.00
Health Fee (Registered Nurse Students) Including Accident Insurance	15.00
Graduation, including School Pin	25.00
Student Identification Card	2.00

Uniforms

² Regulation Boston College School of Nursing Uniforms, Coat	\$ 90.00
³ Public Health Nurse's Uniform and Cap	18.00

Holders of full scholarships are not exempt from the payment of Registration, Laboratory Fees, etc., at the time prescribed.

Payment of tuition and fees must be made by check or Postal Money Order for the proper amount payable to the School of Nursing Boston College, and sent to:

Office of the Treasurer
Boston College
Chestnut Hill, Mass. 02167

¹ No transcript of academic records will be sent from the Office of the Registrar during the periods of Final Examinations and Registration.

² Uniform costs are quoted approximately at current rates. These uniforms are required at beginning of the second semester, first year.

³ Required at the time of the Public Health Nursing Assignment.

Refunds

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar, School of Nursing
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is received within two weeks of first class, a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class, a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class, a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first class, a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Any changes in tuition or fees are effective for all students at the beginning of the school year following publication.

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

PROGRAM**

<i>First Year</i>	<i>1st Sem. (per week)</i>	<i>2nd Sem. (per week)</i>	<i>Credits</i>
Biology 1, 2—Anatomy and Physiology	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Chemistry 1—Fundamentals of Chemistry	2 hrs., 1 lab.		3
Chemistry 2—Organic Chemistry		2 hrs., 1 lab.	3
English 1, 11—Rhetoric	3 hrs.	3 hrs.	6
*Theology 1—Formation of People of God	3 hrs.		3
*Theology 20—Structure of Christian Belief		3 hrs.	3
Philosophy 1—Introductory Philosophy	3 hrs.		3
Sociology 35—Principles of Sociology	3 hrs.		3
Nursing 1—Introduction to Professional Nursing	1 hr.	3 hrs.	2
Nutrition 11—Nutrition		2 hrs.	2
Psychology 11—Interpersonal Relations		2 hrs.	2

Second Year

Biology 21—Microbiology	2 hrs., 1 lab.		3
Physics 11—Physics		3 hrs., 1 lab.	4
Philosophy 21—Metaphysics	3 hrs.		3
Philosophy 22—Philosophical Anthropology		3 hrs.	3
Nursing 21—Comprehensive Nursing Care (Medical-Surgical)			20

*Not required for non-Catholic student.

**The School of Nursing reserves the right to alter any program or policy outlined in this Bulletin.

<i>Third Year</i>	<i>1st Sem. (per week)</i>	<i>2nd Sem. (per week)</i>	<i>Credits</i>
Philosophy 53—General Ethics	3 hrs.		3
*Theology 40—Christian Faith and Christian Theology		3 hrs.	3
Psychology 40—Human Growth and Development	3 hrs.		3
English 110—Literary Criticism		3 hrs.	3
Nursing 51—Comprehensive Nursing Care (Medical-Surgical)			6
Nursing 61—Maternity Nursing			6
Nursing 71—Nursing of Children			6
Nursing 81—Psychiatric Nursing			6

INTERSESSION

Nursing 95—Introduction to Public Health Science	2
Psychology 101—Principles of Learning and Teaching	2

Fourth Year

*Theology 50—Christian Liturgical Life.....	3 hrs.		3
History 41-42—Survey of European Civilization	3 hrs.	3 hrs.	6
Nursing 91—Introduction to Public Health Nursing			6
Nursing 103—Senior Nursing			6
Philosophy 54—Special Ethics		3 hrs.	3
Nursing 100—Foundation of Nursing		2 hrs.	2
Nursing Elective		2 hrs.	2
Electives		6 hrs.	6

*Not required for non-Catholic student.

ADDITIONAL INFORMATION FOR THE REGISTERED NURSE STUDENT

SPECIAL STUDENTS

A mature student who desires to pursue certain courses without becoming a candidate for a degree may be admitted by the Committee on Admissions on presentation of evidence of ability to pursue the courses selected. Work done as a special student cannot count towards a degree unless the entrance requirements of the School of Nursing have been fulfilled, and all courses have had prior approval by a faculty adviser.

CLASS LOAD AND EMPLOYMENT

Students registered for twelve semester hours credit are considered full-time students. Full-time study is limited to seventeen semester hours during the first semester, and additional hours may be carried in subsequent semesters only after the student has demonstrated an ability to carry the extra responsibility.

A semester hour represents a lecture course which meets for fifty minutes duration once a week throughout a semester; or a laboratory course which meets for one hundred ten minutes duration once a week throughout a semester.

The number of hours of employment allowed for a full-time student will be determined by the scholastic standing and health of the student, and the type of work in which she is engaged.

Part-time students who are engaged in full-time employment are limited to a maximum of eight credits each semester.

CLASSES FOR PART-TIME STUDENTS

Each semester courses are offered by the School of Nursing in the late afternoon and evening to accommodate students unable to attend day classes. Information regarding these courses may be obtained within one month of the beginning of the semester. Information concerning general academic courses in the evening may be had by consulting the bulletin of Boston College Evening School.

INTERSESSION

An Intersession is conducted by the School of Nursing for three weeks during the month of June. This session is an integral part of the College Year for students who wish to avail themselves of the accelerated program.

SUMMER SESSIONS

Boston College conducts a Summer Session at which students of the School of Nursing may enroll for academic courses. Prior approval for taking these courses must be obtained from the Registrar of the School of Nursing. Information regarding these courses may be obtained after April 15th, at which time the Bulletin of the Summer Session is available.

MASTER OF SCIENCE DEGREE FOR NURSES

The Boston College Graduate School offers a program leading to the degree of Master of Science to qualified nurses who have an acceptable generic baccalaureate degree in nursing. This program is accredited by the Accrediting Services of the National League for Nursing.

The aims of the Department of Nursing are to prepare young men and women to become proficient practitioners in the clinical area of their choice—medical-surgical nursing, maternal and child health, rehabilitation nursing, psychiatric nursing and public health—efficient and imaginative teachers, able to assume the duties expected of responsible faculty members, skilled in the interpretation and application of significant research, and ready to take their rightful place among the leaders of the nursing profession.

In addition to these professional aims, the Department of Nursing shares with the other graduate schools of the University the belief that its graduates should be prepared to explore the relevance of theology and scholastic philosophy to contemporary problems, to appreciate the worth of the humanistic heritage of Western civilization, and be ready to assume their share of responsibility in transmitting it and continually advancing it.

A certain number of United States Public Health Service Traineeships (Title II) are available for eligible candidates.

For further information and application forms, write to the Dean of the Graduate School, Boston College, Chestnut Hill, Massachusetts 02167.

DESCRIPTION OF COURSES

GENERAL ACADEMIC

BIOLOGICAL AND PHYSICAL SCIENCES

BIOLOGY 1-2—ANATOMY AND PHYSIOLOGY

A study of the structure and function of the normal human body as a basis for learning the principles of nursing, hygiene and the medical sciences. Anatomical and physiological principles are emphasized in laboratory periods through use of laboratory animals, scientific models and histological preparations.

Two class periods and one laboratory period per week for two semesters.

Six semester hours credit.

BIOLOGY 21—MICROBIOLOGY

A study of micro-organisms and their relation to health and disease; effective methods of destruction; the application of serological and immunological principles to the needs of the nurse.

Application of the principles of this science to the field of sanitation is made. The discussion of water, milk, food sanitation and waste disposal is followed by field trips to local dairies, water purification and sewerage disposal plants.

Two class periods and one laboratory period per week for one semester.

Three semester hours credit.

CHEMISTRY 1—FUNDAMENTALS OF CHEMISTRY

A study of the basic chemical concepts, facts and principles which will make possible a better understanding of vital phenomena and which will serve as a basis for related learnings in the sciences and clinical subjects.

Two class periods and one laboratory period per week for one semester.

Three semester hours credit.

CHEMISTRY 2—ORGANIC CHEMISTRY

A course in which pertinent organic and biochemical laws and theories are examined. It includes a detailed study of the structure and metabolism of proteins, carbohydrates and fats.

Two class periods and one laboratory period per week for one semester.

Three semester hours credit.

PHYSICS 11—PHYSICS

A survey of the fundamentals of physics, with special application to the techniques of nursing.

Three class periods and one laboratory period per week for one semester.

Four semester hours credit.

ENGLISH

ENGLISH 1—PROSE COMPOSITION

The specific aim of this course is to teach correctness, clarity, and effectiveness in diction, and in the construction of sentences and paragraphs. This aim will be partly achieved through the reading and analysis of selected works of literature, but more especially through the student's own efforts in writing, including the composition of a term paper.

Three class periods per week for one semester.

Three semester hours credit.

ENGLISH 11—RHETORIC

The immediate aim is the understanding and achievement of traditional eloquence, which comprehends effective communication in all its forms; more particularly the ability to grasp, and to communicate in, the various literary forms of our time. The mastery of this basic rhetorical skill will be furthered by a study of texts from Aristotle to Jonathan Swift, to the present.

Three class periods per week for one semester.

Three semester hours credit.

ENGLISH 110—LITERARY CRITICISM

The purpose of this course is to develop a knowledge of the elements of literary criticism and judgment, especially in their application to specific works. Intensive reading will be done in significant novelists and dramatists, from Austin and Dickens to Shaw and Barrie.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY

PHILOSOPHY 1—INTRODUCTORY PHILOSOPHY

The course commences with a detailed analysis of Aristotelian logic and then moves into a study of the types of problems investigated by philosophers over the course of history. The second part of the course analyzes the methodologies proper to philosophy, theology, science, history, and mathematics.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 21—METAPHYSICS

This course pursues the study of the real in a metaempirical and/or phenomenological way, according to the interest of the professor. It culminates in a knowledge of "being" in an existential sense, an analysis of cause, and a consideration of the proofs for God's existence.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 22—PHILOSOPHICAL ANTHROPOLOGY

This course considers the evidence of personal experience, philosophy, and science in its appraisal of the true nature of man as possessing an immaterial intellect and will, rooted in a spiritual soul. The senses, emotions, and passions of man are also discussed. The sources for this course are found in the ancient, medieval, and modern philosophers, together with insights gleaned from contemporary writers in phenomenology and existentialism.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 53—GENERAL ETHICS

An attempt to arrive at a system of values for Christian living from a consideration of the history of philosophy, personal experience, empirical evidence, and metaphysical principles. Thus, certain moral absolutes are derived, together with a correct understanding of conscience, natural law, sanctions, and rights and duties.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 54—SPECIAL ETHICS

This course applies the general moral principles discussed in Philosophy 53 to the concrete situation. Thus, the values and obligations attached to inter-personal relations, family life, civil rights and duties, social justice, and religion are concretized by examples and rooted in the general system of values.

Three class periods per week for one semester.

Three semester hours credit.

SOCIAL SCIENCES

HISTORY 41, 42—SURVEY OF EUROPEAN CIVILIZATION

A survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times. The History of Nursing as it relates to this era will be integrated in the course.

Three class periods per week for two semesters.

Six semester hours credit.

PSYCHOLOGY 11, 12—INTERPERSONAL RELATIONS

These courses consider theoretical concepts basic to interpersonal relations in nursing and the tasks required for the continuing development of the person at successive stages of physical, emotional, and social growth. The first course is designed to aid in the development of self in relation to others, specifically the student and her classmates. The second course considers the relationship of the student to her patients and emphasizes the student's adjustment to society.

Two class periods per week for one semester.

Two semester hours credit.

PSYCHOLOGY 40—HUMAN GROWTH AND DEVELOPMENT

An introductory course concerned with the physical, emotional, psychological, social and spiritual development of the human being from conception through adolescence. Organization is around developmental stages and the associated developmental tasks.

Three class periods per week for one semester.

Three semester hours credit.

SOCIOLOGY 35—PRINCIPLES OF SOCIOLOGY

This course gives a systematic view of social life in its structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena.

Three periods per week for one semester.

Three semester hours credit.

PSYCHOLOGY 101—PRINCIPLES OF LEARNING AND TEACHING

This course is planned to help students acquire an understanding of basic psychological principles underlying the learning process and to utilize these principles in effective methods of teaching in nursing. The content of the course will remain close to realistic teaching-learning situations, providing the student with an opportunity to analyze the factors in creative learning experiences.

Two class periods per week for one semester.

Two semester hours credit.

THEOLOGY

THEOLOGY 1—FORMATION OF PEOPLE OF GOD

Three class periods per week for one semester.

Three semester hours credit.

THEOLOGY 20—STRUCTURE OF CHRISTIAN BELIEF

Prerequisite: Theology 1

Two class periods per week for one semester.

Two semester hours credit.

THEOLOGY 40—CHRISTIAN FAITH AND CHRISTIAN THEOLOGY

Prerequisite: Theology 1 and Theology 20.

Three class periods per week for one semester.

Three semester hours credit.

THEOLOGY 50—CHRISTIAN LITURGICAL LIFE

Three class periods per week for one semester.

Three semester hours credit.

NURSING

NURSING 1-2—INTRODUCTION TO PROFESSIONAL NURSING

- (a) An introduction to the purpose of professional nursing and the functions of the professional nurse today. Consideration is given to the beginning adjustments—personal, ethical, and educational—to be effected by the student and the guiding principles which will assist her in these adjustments.
- (b) Observation and introductory classes and practice in the care of the patient in a clinical situation, designed to create a beginning awareness of the needs of the patient and his family at the time of illness. Laboratory practice in the skills associated with the nursing-care functions of the nurse will precede the clinical-learning experience.
- (c) The content of the Standard First Aid Course as outlined by the American Red Cross is covered with opportunities for practice.

One class period for the first semester of the Freshman year; three hours per week for the second semester.

Two semester hours credit.

NURSING 21—COMPREHENSIVE NURSING CARE (MEDICAL-SURGICAL)

Organized instruction and clinical learning experience are planned to help the student to develop the concept of comprehensive nursing care of a person who becomes a patient because of a medical and/or surgical problem. Students are assisted in learning how to effectively plan for and administer this comprehensive care based on the understanding of scientific principles and on appreciation of the basic needs of the patient—the spiritual, intellectual, psychological, socio-economic, learning, physical and therapeutic. Consideration is given to the nurse's role in health teaching and in physical, drug and diet therapy.

The clinical areas in which directed learning takes place include the general medical and surgical hospital units, the operating room, the emergency and recovery room and the out-patient department.

Ten semester hours credit.

NURSING 41—COMPREHENSIVE NURSING CARE (MEDICAL-SURGICAL)

Continuation of Nursing 21.

Ten semester hours credit.

NURSING 51—COMPREHENSIVE NURSING CARE (MEDICAL-SURGICAL)

This course is planned to assist the student to acquire the understandings and skills necessary to care for patients with disease entities which are of a long term nature, emotionally and physically traumatic to the patient and family. Theory and practice are interrelated by means of selected experiences in a clinical situation. The socio-dynamic approach to nursing care, modern concepts in rehabilitation and the therapeutic role of the nurse in long term illness are emphasized.

Six semester hours credit.

NURSING 60—MATERNAL AND CHILD NURSING PROGRAM

This program consists of three closely-related learning experiences. Students having clinical experiences in Maternity Nursing and the Nursing of Children meet together in regularly scheduled classes to discuss content that is common to both areas.

NURSING 61—MATERNITY NURSING

This nursing experience is planned to assist the student to acquire a concept of family-centered maternity care. The student observes and participates in the care of mothers and infants throughout the maternity cycle and is assigned to care for one mother throughout this experience.

The course emphasizes childbirth as a normal physiological process; the future role of the student as a wife and mother; the contribution of research; and the role of community agencies in the improvement of maternal and infant care.

Six semester hours credit.

NURSING 71—THE NURSING OF CHILDREN

This program provides opportunity for the study of the health problems of infants and children. Current trends in diagnosis and therapy guidance of patients and parents and coordination of resources is stressed. Correlated experience is arranged in meeting the physical and emotional needs of the individual child who is ill and in recognizing the impact of illness on the child and the family. Practice areas include selected divisions of the hospital and the out-patient department.

Six semester hours credit.

NURSING 81—PSYCHIATRIC NURSING

The course in Psychiatric Nursing is designed to introduce the student of nursing to the basic principles and technique underlying total care of a patient with a psychiatric condition. The course is planned so as to expand the psychological concepts studied in Interpersonal Relations and to enable the student to relate to patients with behavioral problems.

Six semester hours credit.

NURSING 95—INTRODUCTION TO PUBLIC HEALTH SCIENCE

This course introduces the student to public health practice on local, county, state, federal and international levels. Emphasis is placed on the functions and activities of official and voluntary public health agencies at the state and local levels. It includes instruction in the principles of biostatistics, public medical care programs, environmental sanitation and current research in the field of public health.

Two semester hours credit.

NURSING 91—INTRODUCTION TO PUBLIC HEALTH NURSING

The senior student applies her nursing knowledge to the care of the family within a community. Her focus is on health promotion and disease prevention. She studies public health nursing organizational structures and functions. She cares for selected families and investigates a community problem. Through the community study, the student relates the community's health to that of her families.

Six semester hours credit.

NURSING 100—FOUNDATIONS OF NURSING

The orientation of the prospective graduate nurse to economic, social and educational trends, both past and present, and their influence on modern nursing. Nursing organizations and opportunities, legal and professional relationships and responsibilities are discussed. Guidance is offered in the development of a vocational plan, after careful analysis of interests, opportunities and qualifications.

Two semester hours credit.

NURSING 103—SENIOR NURSING

During this senior clinical experience the student has the opportunity to demonstrate her ability to utilize the understandings, skills and attitudes previously acquired in her basic courses. The experience includes planning, administering, managing, and evaluating nursing care for a number of patients within a clinical unit where the team nursing plan is utilized.

Six semester hours credit.

NUTRITION

NUTRITION 11—NUTRITION

This course includes the elements of nutrition and cookery, food requirements and values are related to individual need. Budgeting, food purchasing, menu planning, selection, preparation and serving of basic foods are considered.

Field trips to foreign restaurants, market areas and community nutrition resources are included as the ethnic and socio-economic factors are considered.

Two class periods per week for one semester.

Two semester hours credit.

NUTRITION 13—INTEGRATED NUTRITION EXPERIENCE

Formal classes and selected learning experiences are integrated throughout the entire clinical program. In the medical and surgical area, students learn to plan standard diets for patients according to the health problems. In maternity nursing, she participates in group teaching in the prenatal clinic. In public health nursing practice, she learns to solve, with the help of consultants, community or family nutrition problems.

The program is planned to give the student a thorough understanding of her own nutritional needs, the nutritional needs of well people, and the modification needed for those with health problems.

THE EVENING COLLEGE OF
ARTS, SCIENCES AND BUSINESS
ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE EVENING COLLEGE OF ARTS, SCIENCES AND BUSINESS ADMINISTRATION



OFFICERS OF ADMINISTRATION

VERY REVEREND MICHAEL P. WALSH, S.J., Ph.D.
President

REVEREND CHARLES M. CROWLEY, S.J., A.M., M.S.
Dean

REVEREND BRENDAN C. CONNOLLY, S.J., B.S.L.S., Ph.D.
Director of Libraries

KATHARINE M. HASTINGS, A.M.
Registrar

DORIS T. TROMBLY, A.B.
Assistant to the Registrar

ACADEMIC COUNCIL

REVEREND CHARLES M. CROWLEY, S.J., A.M., M.S., *Chairman*

JOHN C. CONWAY, A.M., *Secretary*

Joseph R. Cautela, Ph.D.

Arthur L. Glynn, M.B.A., C.P.A.

John D. Donovan, Ph.D.

Katharine M. Hastings, A.M.

Albert M. Folkard, A.M.

Rev. George F. Lawlor, S.J., Ph.D.

Thomas H. O'Connor, Ph.D.

GENERAL INFORMATION

THE EVENING COLLEGE

The co-educational evening division of Boston College offers students who work during the day the opportunity to obtain college degrees of Associate in Arts, Bachelor of Arts and Bachelor of Science with major fields of concentration in Accounting, Economics, English, General Business, History, Production and Social Sciences. The normal time taken by a full-time student for the completion of these degrees is three years for the degree of Associate in Arts and six years for the degree of Bachelor of Arts or Bachelor of Science. The six year program may be reduced to five years by those students who wish to take courses in the day summer school or in the evening summer session.

LOCATION AND FACILITIES

The Evening College is located on the main campus at University Heights, Chestnut Hill, Massachusetts.

The offices are situated on the first floor of Fulton Hall. When classes are in session, the office is open weekdays from 9:00 a.m. to 5:00 p.m. and 6:00 to 9:30 p.m. and on Saturdays from 8:45 to 11:45 a.m.

The facilities of both Bapst Library and the Business Administration Library are available to the students. Bapst Library hours are as follows: academic weekdays from 8:30 a.m. to 11:00 p.m.; on Saturdays from 9:00 a.m. to 5:00 p.m.; and on Sundays from 1:00 p.m. to 10 p.m. Business Administration Library hours are as follows: Monday through Thursday 8:30 a.m. to 10:00 p.m.; Fridays from 8:30 a.m. to 5:00 p.m.; Saturdays from 9:00 a.m. to 5:00 p.m.

FACULTY

The Faculty is composed of the Jesuit Fathers and associate lay professors.

REGULAR SESSION

From September to June classes are held each weekday evening except Saturday from 7:00 to 9:15 p.m. On Saturday, classes are conducted from 9:00 to 11:15 a.m. for those who wish to attend.

RELIGIOUS TRAINING

The religious training at Boston College consists first of all in a general Catholic atmosphere which permeates the College life.

It also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College

authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy and as scientifically as other branches of human knowledge. Hence the study of Theology is required of Catholic students and the courses in the evidence of Religion are conducted as lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the college course the student sees the cycle of Catholic dogmatic and moral teachings. Opportunities are also offered to the student for retreats and various religious exercises conducted by the sodality.

COUNSEL AND CONSULTATION

Offices have been provided as consultation rooms. Students seeking spiritual counsel from a Priest of the Faculty or academic advice from any Professor or Chairman of Department may arrange at the central office for an appointment. Students may also arrange at the central office for appointments for consultation with the Dean or Registrar.

EDUCATIONAL GUIDANCE

In addition to the opportunities for general consultation with the Priests and Professors of the Faculty, the College maintains an educational guidance office to which a student may be referred. A director of guidance is in charge and by means of interviewing and tests may assist a student to a better individual adjustment to college life and work.

Guidance is available in the following areas; vocational choice, study habits, course selection, emotional problems that interfere with academic work. Students are requested to take advantage of the guidance program. Appointments may be made in the Office of the Registrar.

PLACEMENT

The Placement Office offers assistance in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent positions in these fields.

While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Seniors are advised to avail themselves of the opportunity for guidance which is provided by the Placement Office.

THE STUDENT COUNCIL

The development of a mature spirit of student self-government is encouraged by the College. The Student Council is elected by the students, meets in regular sessions with the Dean and with his approval plans the student activities of the year.

ORIENTATION PROGRAM

In order to introduce the new students to the administration and to acquaint them with the facilities afforded at the Evening College, the Student Council offers an informal orientation evening at the beginning of the school year. At this time representatives from every class will be delegated to welcome the newcomers and to act as guides, directing them through the offices, the classrooms and the libraries as well as explaining the duties and responsibilities of each student.

SOCIAL ACTIVITIES

A social program of collegiate activities is encouraged by the College, and the Student Council provides such programs at the College campus at Chestnut Hill.

THE SODALITY OF THE IMMACULATE CONCEPTION

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action.

ADMISSION REQUIREMENTS

GENERAL STATEMENT

In order to admit an applicant as a candidate for a degree, the Committee on Admissions must receive official documentary evidence that the student-applicant has successfully completed four (4) years of study in an approved secondary school and has been graduated with honorable dismissal by the school authorities with recommendations of good moral character. This testimony must reach the Registrar of the College by way of direct transit from the office of the Principal or Registrar of the secondary school from which the applicant has been graduated. Personal presentation of high school records by the applicant will not be accepted as a fulfillment of this requirement. In the event that the applicant has attended more than one high school, a transcript of his record in each of the schools attended must be submitted to the Registrar of the College in the manner above described. To satisfy entrance requirements the record of the candidate must show that a minimum of fifteen (15) high school units has been acquired in acceptable subjects.

ENTRANCE EXAMINATIONS

All applicants for admission to degree work at Boston College Evening College, with the exception of those candidates applying for admission from other colleges, in addition to satisfying the general entrance requirements, must successfully pass entrance examinations conducted by the College. These examinations are held in June and September of each year.

SECONDARY SCHOOL UNITS REQUIRED FOR THE
A.B. OR THE B.S. PROGRAM

English	4
Algebra	1
Plane Geometry	1
History	1
*Modern Language	2
Other subjects (as listed)	6
	—
	15

*—Candidates who cannot present entrance units in any Modern Language may substitute credit in any of the subjects listed under Acceptable High School Units.

Students who have had no high school training in a modern language or one year of study in a modern language must enroll in one of the elementary courses which are offered in the following pages. Students who have had two years' study in high school should register for the intermediate courses in the same language. Students who have had more than two years of training in high school may register for advanced courses in the same language. All students may begin work in the elementary class of a language other than that which they studied in high school. The ten (10) required credits must be earned in the same modern language. Students enrolled in the Business Administration Program are not required to study a modern language.

ACCEPTABLE HIGH SCHOOL UNITS

A high school unit represents the satisfactory completion of a definite subject, e.g., English, which has been studied at least four hours a week for a full year comprising at least thirty-six weeks. A subject to which less time than this has been devoted, will be computed in proportionate fractions of a unit. Thus a course in History which has been studied only two hours a week for a full year, will be evaluated as constituting one-half ($\frac{1}{2}$) a unit in History. However, no credit will be given for a course which yields less than one-half a unit. The following is a list of acceptable high school units. The numerals indicate the maximum number of units acceptable in the specified subject.

English	4	Intermediate Algebra	1
American History	1	Plane Geometry	1
Ancient History	1	Solid Geometry	$\frac{1}{2}$
English History	1	Plane Trigonometry	$\frac{1}{2}$
European History	1	Commercial Arithmetic	1
Medieval History	1	Astronomy	1
Modern History	1	Biology	1
Civics	1	Botany	1
Government	1	Chemistry	1
Problems of Democracy	1	Physics	1
Greek	3	Zoology	1
Latin	4	General Science	1
French	3	Geography	1
German	3	Law	1
Italian	3	Mechanical Drawing	1
Spanish	3	Social Studies	1
Elementary Algebra	1		

ADMISSION PROCEDURE

1. Obtain a copy of the Boston College Evening College application which will be provided on request.
2. Fill in properly and completely the information desired on pages 1 and 4 of this form.
3. Take the application form to your secondary school principal with the request that he:
 - a) fill in the information desired on pages 2 and 3.
 - b) mail the completed application form to the Registrar of the Evening College.

N.B. It is important that Secondary School Records come *directly* from the office of the principal to the Registrar of Boston College Evening College. Records brought by students will not be accepted as official.

SCHOLARSHIPS

THE MICHAEL J. HARDING, S.J. SCHOLARSHIP

In September, 1948, the Michael J. Harding, S.J. Scholarship was created. This is a full scholarship of six hundred dollars annually for six successive years, and was founded to honor the memory of Father Harding, former Dean of the Evening College.

This scholarship is to be awarded annually on the basis of competitive examinations. Scholarship candidates must signify their intention to stand for the competitive examinations and must fulfill all the requirements of Entrance Procedure as outlined in this catalogue, *previous* to the examinations. These examinations consist of a series of objective tests, designed to measure aptitude, achievement and reading comprehension.

The holder of a scholarship will be required to maintain a high rank for proficiency, diligence and good conduct. An average of 80 per cent must be attained by all who hold scholarships.

The decision of the Board of Admissions is final in determining the awarding of scholarships.

THE WILLIAM J. MCGARRY, S.J. SCHOLARSHIPS

Four scholarships at the Evening College of Arts, Sciences and Business Administration are known as the William J. McGarry, S.J., Scholarships.

These scholarships were founded to honor the memory of the Reverend William J. McGarry, S.J., former President of Boston College, an eminent educator and outstanding scholar.

One is a full scholarship of six hundred dollars annually for six successive years. Another is a one-half scholarship of six hundred dollars annually for the first three years. Two more of six hundred dollars each are to be awarded annually to students for their first year. Candidates for the William J. McGarry, S.J. Scholarships must meet the same requirements and follow the same procedure as outlined for the Michael J. Harding, S.J. Scholarship.

AWARDS

The following awards are made annually at Commencement:

Gold Medal: Donated by the Evening College Alumni in the memory of Reverend Daniel F. X. O'Connor, S.J. for the student who has been outstanding throughout his or her college career in both extra-curricular and scholastic activities.

Richard M. Lombard Medal: Presented in memory of a beloved professor to the student who attained the highest average throughout his or her college career.

Rev. Michael J. Harding, S.J. Medal: Presented to the Senior who in the judgment of the faculty has been outstanding in character, loyalty and scholarship.

Rev. Walter F. Friary, S.J. Medal: Awarded to that student who has attained the highest average in Philosophy throughout his or her college career.

Rev. George A. Morgan, S.J. Medal: Awarded to that student who has attained the highest average in Theology throughout his or her college career.

Joseph W. McGuinness Medal: Presented in memory of a former graduate of Boston College Evening College, to that member of the graduating class whose work in the Social Sciences has been outstanding.

Rev. Daniel F. X. O'Connor, S.J. Medal: Awarded to that member of the Sodality of the Immaculate Conception who best exemplifies its spirit of unselfish devotion to the underprivileged.

Harry M. Doyle Medal: Given in memory of a beloved professor to a student in the graduating class for excellence in all courses in the field of History and Government.

ADMISSION TO ADVANCED STANDING

Students who have pursued studies in duly accredited colleges may receive credit for their scholastic work, provided it has been done in acceptable subjects and is of high standard.

Admission to advanced standing will be conditioned by the following considerations:

1. A minimum of sixty (60) semester hours must be earned at Boston College to qualify the student for a Boston College degree. This is a minimum requirement; it is *not* a guarantee that the maximum amount of credit in transfer will be accepted in any particular case.

2. To be acceptable, credit must represent work which is applicable to a current curriculum at Boston College Evening College and must be equivalent in content and quality to the courses for which it is offered as a substitute.

3. Only courses in which the applicant has received a grade of at least C will be considered.

4. The maximum credit in transfer which can be allowed for one full year of work will be thirty (30) semester hours.

5. Allotment of credit in transfer will not be given until the student has earned twenty (20) semester hours of credit at Boston College Evening College.

An applicant for advanced standing must file the following:

1. An official transcript, including certificate of honorable dismissal, which must be forwarded to the Registrar of the Evening College by way of direct transit from the office of the Dean or Registrar of the College previously attended. Personal presentation of such records by the applicant will not be accepted as official.

2. An official and complete statement of entrance credits and conditions.

VETERANS' NOTICE

Veterans enrolling in the Evening College under the new Educational Assistance Act (Chapter 34, Title 38, U.S. Code) must present their Certificate of Eligibility to the Registrar's Office at the time of registration or as soon as possible thereafter. Veterans are expected to follow the same procedure for payment of tuition as all other students. Students receiving benefits under the War Orphans Assistance Act (P.L. 634) and children of totally disabled veterans will also follow this procedure.

DEGREES

BACHELOR OF ARTS with major in Economics, English, History or Social Sciences.

BACHELOR OF SCIENCE with major in Accounting, General Business or Production.

ASSOCIATE IN ARTS. This degree will be awarded to those who complete satisfactorily the first three years of the prescribed A.B. or B.S. programs.

SPECIAL STUDENTS

A limited number of applicants, who, either cannot meet the requirements for admission as regular students, or do not intend to apply their credits towards a degree, may be accepted as *special students*, at the discretion of the Committee on Admissions. Special students must take courses under the same standards and conditions as regular students.

AUDITORS

A limited number of persons who desire to register for particular courses without being candidates for a degree, may be admitted as *auditors*, at the discretion of the Committee on Admissions. Auditors are not required to take examinations, and collegiate credit will not be given for such work.

The fee for auditing a course is \$15.00 per semester hour. Auditors do not pay Library or Student Activity fees. *Auditors must make full semester payment of the tuition and all fees on the day of registration.* No refunds are made to auditors.

STUDENT RESPONSIBILITY

Each student has the responsibility of being thoroughly informed about the regulations of the College as outlined in this bulletin and other regulations and announcements posted on the College Bulletin Board in Fulton Hall.

REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, and not merely once a year. The dates for registration appear in the calendar. For further clarification and efficiency, the student is mailed information concerning the procedure and date of registration for his or her particular class. Class slips and bill-forms obtained in the registration process are to be taken immediately to the Treasurer's Office in Gasson Hall. At the time of registration or before the first day of class, all are expected to pay all semester fees and tuition. The class slips which contain the name and course number for each course for which the student is registered must be stamped in the Treasurer's Office before the first class and presented to each professor. Such endorsement indicates the complete fulfillment of all financial obligations.

ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Each course per semester hour credit	\$ 30.00
Prescribed group program for full-time students (each year)	600.00
Auditors, per semester hour	15.00
Registration: First registration	5.00
Subsequent registration (per academic year)	2.00
Late registration	5.00
Student Activity Fee (per academic year)	5.00
Change of Course Fee	10.00
Change of Subject Fee	5.00

SPECIAL FEES

Entrance Examinations	5.00
Transcripts*	1.00
Laboratory Fees:	
Language (per semester)	5.00
Science (per semester)	15.00
Statistics (per semester)	5.00
Graduation: Bachelor's degree	10.00
Associate in Arts degree	10.00

(Fees are not refundable)

*—No transcripts will be sent from the Registrar's Office during periods of Semester Examinations or Registration.

Payments:

All fees and one-half the annual tuition are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson Hall, Campus.

Please make all checks payable to: Boston College Evening College.

Holders of scholarships are not exempt from the payment of Registration, Student Activity and Laboratory fees at the time prescribed.

Auditors are required to pay the full semester tuition and all fees at the time of registration. No refunds are made to auditors.

Special students who register for more than five semester hours credit are required to pay the Student Activity fee.

Any arrangements for payments of tuition other than that listed must be approved by the Treasurer of Boston College and no student will be admitted to either the mid-term or final examinations unless all financial obligations have been satisfied. A fee of \$5.00 will be charged for each absentee examination.

WITHDRAWALS AND REFUNDS

The final date for withdrawal from first semester classes is January 3, 1967. The final date for withdrawal from second semester classes is May 1, 1967.

Students who fail to take final examinations in courses from which they have not withdrawn in writing on or before these specified dates will incur a deficiency in the courses in question.

Tuition is refundable subject to the following conditions:

A. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar
Evening College
Fulton Hall, Boston College
Chestnut Hill, Massachusetts 02167

B. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is made within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes. If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

APPROVAL OF PROGRAMS

Students enrolled at Boston College Evening College as candidates for a degree must follow a curriculum prescribed by the College.

Such students will not be permitted to follow courses in any other college at the same time without the permission of the Dean. Those who are not candidates for a Boston College degree are not included in this proscription.

CLASS ATTENDANCE

Attendance at all classes is obligatory. Credit for a course may be denied to a student who has absented himself from class hours totalling more than twice the number of credits allotted to the course.

McELROY COMMONS



VIEW BY NIGHT



GRADING SCALE

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREES WITH HONORS

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades; with Highest Honors (*summa cum laude*), with High Honors (*magna cum laude*), and with Honors (*cum laude*). At least (60) credits must be earned at Boston College Evening College to establish eligibility for a degree with honors.

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors and Third Honors.

EXAMINATIONS

Written examinations are held at the close of each semester on the subject matter completed in that semester. Students who have not received a passing grade in class work, tests, recitations, and assigned readings, incur a deficiency, and are not eligible to take the semester examination in the course.

Students who are absent from examinations may be permitted to take an absentee examination with the Dean's approval provided a certified and acceptable reason for the absence is filed with the Dean within one week of the incurred absence. In addition, they must file an official application to take the absentee examination and pay a fee of \$5.00.

SCHOLASTIC STANDING

Degree students with three failures in any semester will be dropped from the College register. Students falling below a C- average will be placed on probation. A cumulative average of at least C- is required for graduation.

Official reports of the semester grades will be mailed to each student. Grades will not be announced to the students either privately or publicly by professors without the permission of the Dean.

TRANSCRIPTS OF RECORDS

Official transcripts of records cannot be given to students or graduates, but must be mailed directly to institutions or persons considering the applicant for admission or employment. The first transcript is furnished free. A fee of one dollar is charged for each additional copy. No transcripts are issued during examination or registration periods.

FIELDS OF CONCENTRATION

In order to give unity to elective studies, the student should select one elective branch as a Major or Field of Concentration. In this decision the main factor should be the student's prospective vocation in life. When this choice has been made, twenty (20) semester hours of upper division instruction must be taken in the same subject. The remaining credits allowed in the elective field may be taken in the same subject or in subjects so closely allied as to form a well unified field. These courses must be of advanced undergraduate calibre.

This arrangement of elective studies will equip the student to continue graduate studies in his chosen field. In all cases it is to be plainly understood that whatever a student's Major may be, he is always obliged to follow the basic curriculum prescribed for the Bachelor's degree.

The following departments afford advanced undergraduate courses in which the Major Field of Concentration may be chosen:

Accounting
Economics
English

General Business
History
Production

Social Sciences

PROGRAM OF STUDIES

The following pages list in detail the programs required for each degree at Boston College Evening College. It will be noticed that, whatever the Major Elective Field may be, there is a basic Liberal Arts "core curriculum" program required of all degree students.

THE LIBERAL ARTS COURSES

The ideal of a Liberal Arts education is to give a person a genuinely rounded educational background underlying his specialized field of elective study. American experiments in excessive electivism have already made it evident that such a background is desirable and necessary if a college graduate is to have the type of culture that is needed for an appreciation of the finer things of life and the trained mind and mature judgments that are required for successful advancement in any business or profession. Accordingly, the Liberal Arts core curriculum at Boston College Evening College includes in each program such basic Liberal Arts subjects as English Composition and Rhetoric, World Literature, History, Fundamental Sociology and Economics, and Philosophy and Theology. The student is thus trained to express himself clearly, correctly and forcefully; to understand human nature and its problems from his study of great literature; to make judgments in the light of the wisdom, experience and mistakes of the past which he has learned from his courses in history; to understand the basic structure of the society in which he lives from his study of Government, Economics and Sociology; to think clearly with a mind trained in Logic; and to have a clear knowledge of ultimate religious and moral values from his courses in Theology and Philosophy. Upon this solid foundation of a truly rounded and harmonious education the student proceeds to build the specialized knowledge of his chosen elective field which comprises the other half of his college program.

MAJORS

ACCOUNTING. The curriculum for students majoring in Accounting is designed primarily to meet the requirements fixed by the laws of the various states for those who intend to practice as Certified Public Accountants. The subjects covered in the American Institute of Accountants Examination form the basis of the Accounting Elective Field.

While the Accounting courses have been planned primarily for those who intend to enter public practice, they also have great value for those who seek entrance into any field of business activity. In fact, some knowledge of Accounting is generally considered a pre-requisite for success in almost any field of Business and the basic courses in Accounting are also required for the elective fields of General Business and Production.

ECONOMICS. The Economics Department offers a variety of courses for students interested in majoring in Economics. This elective field may prepare a student to become a professional economist through graduate study; or it may be used as a practical background for the study of law or further study in some special branch of Economics such as Labor or Industrial Relations. Among the elective courses offered in this field are such subjects as General Economics, Labor Economics, Accounting, Finance, Money and Banking, Industrial Relations, Government and Industry, and Public Finance.

ENGLISH. English has always been considered the mainstay of a Liberal Arts program. An elective program in this field introduces the student to much of the great literature of the English language. The electives are arranged so that the student will become familiar with some of the great works of each literary period. Thus, the elective offerings include such subjects as the Augustan Age in English Literature, Shakespeare, Modern Poetry and Literary Criticism, English Fiction and Seventeenth Century Literature. The English program is also designed to give the student a background for graduate study as many of the English students plan on teaching careers.

GENERAL BUSINESS. As we have mentioned above, this elective field requires the basic courses in Accounting as a foundation. The other subjects that make up this elective field are taken largely from the fields of Management and Marketing and include such courses as Marketing, Management, Advertising, Retailing, Statistics, Administrative Policies, Insurance, and Business Law. These subjects are carefully selected to give the best balanced introduction to the field of General Business Administration.

HISTORY. The sequence of courses in the Major Field of History prepares the student for the following objectives: law, foreign service, government administration, graduate study in History, teaching of History and Social Studies, business where specific business courses are not required and journalism in public affairs. Recommended related courses are Principles of Economics and Accounting.

PRODUCTION. The objective of the Department of Production Management is two-fold: to provide a working knowledge of the production function of business from the point of view of the businessman who is responsible for the successful management of its organization, operation, and control; and to impart an appreciation of the problems faced by top-level management and a sound philosophy that may be utilized in their solution.

SOCIAL SCIENCES. The Major field of Social Sciences is designed to give a rounded view of contemporary society from an economic and social viewpoint. The program embraces the broader courses of Economics and Sociology, and forms an excellent background for an intelligent liberal arts view of modern life. It includes such courses as Fundamental Sociology, Principles of Economics, Criminology, Social Ethics, The Family, Minority Group Relations, Social Stratification, and Population Problems.

PRE-LEGAL. Most Law Schools prefer that there should be no specific under-graduate pre-legal program that undertakes to teach law expressly through such courses as "Business Law," "Commercial Law" or "Corporation Law." Law School authorities advise a sound pre-legal liberal arts education. Students may meet the academic requirements for admission to Law School upon the satisfactory completion of any of the degree programs at Boston College Evening College with a major Elective field in any of the electives listed above.

ELECTIVES IN EDUCATION. While the Evening College does not offer a formal teacher education program or a program geared to render students eligible for certification as teachers, a limited number of electives are offered by the faculty of the School of Education. The purpose of these electives is to identify and encourage students who have potential to become successful teachers through a formal teacher education program beyond the bachelor's degree.

DEGREE REQUIREMENTS

The following tables represent the number of semester hours credit which must be acquired in each subject of the prescribed curriculum for the degree of Bachelor.

The normal time for completion of the prescribed program is six years, with twenty semester hours credit per year. This time may be reduced to five years by those wishing to take advantage of the Summer Day Session or the Summer Evening Session.

BACHELOR OF ARTS
(Major: *Economics, English*
History and Social Sciences)

<i>Subject</i>	<i>Credits</i>
Philosophy	20
English	10
Classics or Social Science	10
History: European History	10
History: United States	5
Modern Language	10
Mathematics	5
Science	5
Theology	10
Field of Concentration	20
Related Subjects	15
<hr/>	
Total	120

BACHELOR OF SCIENCE
(Major: *Accounting*)

Philosophy	20
English	10
History	5
Modern Language or Social Science	10
Mathematics	5
Theology	10
Economics	10
Finance	5
Law	5
Accounting	30
Related Subjects	10
<hr/>	
Total	120

BACHELOR OF SCIENCE
(Major: *General Business*
and Production)

Philosophy	20
English	10
History	5
Modern Language or Social Science	10
Mathematics	5
Theology	10
Economics	10
Finance	5
Law	5
Related Subjects and Field of Concentration	40
<hr/>	
Total	120

Students are awarded the degree of Associate in Arts after the completion of the first three years (60 credits) of any degree program provided the degree is terminal. The 60 credits must be earned in three years and there must be no deviation from the prescribed program.

CURRICULUM

THE CORE CURRICULUM FOR THE FOLLOWING FIELDS OF
CONCENTRATION

ECONOMICS

HISTORY

ENGLISH

SOCIAL SCIENCES

FIRST YEAR

*First Semester**Second Semester*

English Composition	2½	Poetry	2½
Classics or Social Science	2½	Classics or Social Science	2½
Modern Language	2½	Modern Language	2½
European History, 35	2½	Divinity and Church of Christ	2½

SECOND YEAR

Rhetoric	2½	Rhetoric	2½
Classics or Social Science	2½	Classics or Social Science	2½
Modern Language	2½	Modern Language	2½
European History, 36	2½	God the Creator	2½

THIRD YEAR

Logic	2½	Logic	2½
European History, 37	2½	European History, 38	2½
God the Redeemer	2½	Elective	2½
Elective	2½	Elective	2½

FOURTH YEAR

General Metaphysics	2½	Special Metaphysics	2½
Mathematics	2½	Mathematics	2½
Sacraments	2½	Elective	2½
Elective	2½	Elective	2½

FIFTH YEAR

Philosophical Psychology I	2½	Philosophical Psychology II	2½
Science	2½	Science	2½
Elective	2½	Elective	2½
Elective	2½	Elective	2½

SIXTH YEAR

General Ethics	2½	Special Ethics	2½
American Civilization*	2½	American Civilization	2½
Elective	2½	Elective	2½
Elective	2½	Elective	2½

*History Majors must choose the American Civilization course as an elective in the third year.

THE CORE CURRICULUM FOR FIELDS OF CONCENTRATION IN BUSINESS ADMINISTRATION

I. ACCOUNTING

FIRST YEAR

<i>First Semester</i>		<i>Second Semester</i>	
English Composition	2½	Poetry	2½
Principles of Accounting	2½	Principles of Accounting	2½
Mathematics	2½	Mathematics	2½
Social Science or Modern Language*	2½	Divinity and Church of Christ	2½

SECOND YEAR

Rhetoric	2½	Rhetoric	2½
Principles of Economics	2½	Principles of Economics	2½
Intermediate Accounting	2½	Intermediate Accounting	2½
Social Science or Modern Language	2½	God The Creator	2½

THIRD YEAR

Logic	2½	Logic	2½
Advanced Accounting I	2½	Advanced Accounting II	2½
Money and Banking	2½	Money and Banking	2½
God The Redeemer	2½	Social Science or Modern Language	2½

FOURTH YEAR

General Metaphysics	2½	Special Metaphysics	2½
Cost Accounting	2½	Cost Accounting	2½
Introduction to Management	2½	Principles of Marketing	2½
Sacraments	2½	Social Science or Modern Language	2½

FIFTH YEAR

Philosophical Psychology I	2½	Philosophical Psychology II	2½
Tax Accounting	2½	Auditing	2½
Finance	2½	Advanced Accounting III	2½
Elementary Business Law	2½	Elementary Business Law	2½

SIXTH YEAR

General Ethics	2½	Special Ethics	2½
Accounting Problems	2½	Administrative Policies	2½
Statistics	2½	Statistics	2½
American Civilization	2½	American Civilization	2½

* Students who elect a language must consult with the Registrar concerning certain adjustments in their schedules.

II.

GENERAL BUSINESS

PRODUCTION

FIRST YEAR

First Semester

English Composition	2 1/2
Principles of Accounting	2 1/2
Mathematics	2 1/2
Social Science or	
Modern Language*	2 1/2

Second Semester

Poetry	2 1/2
Principles of Accounting	2 1/2
Mathematics	2 1/2
Divinity and Church of Christ	2 1/2

SECOND YEAR

Rhetoric	2 1/2
Principles of Economics	2 1/2
Intermediate Accounting	2 1/2
Social Science or	
Modern Language	2 1/2

Rhetoric	2 1/2
Principles of Economics	2 1/2
Intermediate Accounting	2 1/2
God The Creator	2 1/2

THIRD YEAR

Logic	2 1/2
Introduction to Management	2 1/2
Money and Banking	2 1/2
God The Redeemer	2 1/2

Logic	2 1/2
Principles of Marketing	2 1/2
Money and Banking	2 1/2
Social Science or	
Modern Language	2 1/2

FOURTH YEAR

General Metaphysics	2 1/2
Finance	2 1/2
Elementary Business Law	2 1/2
Sacraments	2 1/2

Special Metaphysics	2 1/2
Elective	2 1/2
Elementary Business Law	2 1/2
Social Science or	
Modern Language	2 1/2

FIFTH YEAR

Philosophical Psychology I	2 1/2
American Civilization	2 1/2
Elective	2 1/2
Elective	2 1/2

Philosophical Psychology II	2 1/2
American Civilization	2 1/2
Elective	2 1/2
Elective	2 1/2

SIXTH YEAR

General Ethics	2 1/2
Statistics	2 1/2
Elective	2 1/2
Elective	2 1/2

Special Ethics	2 1/2
Statistics	2 1/2
Administrative Policies	2 1/2
Elective	2 1/2

* Students who elect a language must consult with the Registrar concerning certain adjustments in their schedules.

DESCRIPTION OF COURSES

ACCOUNTING

AC 1—ELEMENTARY ACCOUNTING I.

This course acquaints the student with the basic principles necessary for an understanding of the books and records of business. The complete bookkeeping cycle is studied in detail; journalizing, posting, closing the books and the preparation of the financial statements.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 2—ELEMENTARY ACCOUNTING II.

A continuation of Elementary Accounting I. Accounting for the mercantile and manufacturing operations of the individual proprietorship, the partnership and the corporation.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 21-22—INTERMEDIATE ACCOUNTING.

The first semester continues the theory and practice of corporation accounting with special problems; actuarial science; problems of valuation of current assets; consignments; installment sales, etc. The second semester consists largely of the valuation of tangible and intangible fixed assets; investments; liabilities; funds and reserves; comparative statements; statement of application of funds; analysis of working capital; miscellaneous ratios and profit and loss analysis. Prerequisite: Ac 1, Ac 2.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

AC 31—ADVANCED ACCOUNTING I.

This course presents such specialized phases of financial accounting as installments, consignments, liquidation of partnership, insurance and fire loss.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 32—ADVANCED ACCOUNTING II.

A sequel to Advanced Accounting I with emphasis on accounting for estates and trusts, mergers and consolidations.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 41-42—MANAGERIAL COST ANALYSIS AND CONTROL.

This course provides a complete coverage of cost techniques as related to material, labor and manufacturing expense. Each topic is approached from the viewpoint of what management may expect and secure from a particular cost method and how cost information can be used in directing business activities in forming policies and in projecting future operational plans.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

AC 51—ADVANCED ACCOUNTING III.

This course emphasizes consolidation, mergers, refinancing and statement analysis.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

AC 52—ACCOUNTING PROBLEMS.

This course continues the subject matter of Accounting 51 and studies the field of financial accounting.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

AC 111—AUDITING.

This course presents auditing theory and procedure. Subjects discussed are as follows: professional ethics, relationship with the client, typical audits, the preparation of working papers and reports. The first term emphasizes the audit of cash receivables, securities and inventories.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

AC 121—TAX ACCOUNTING.

This course presents a comprehensive study of Federal and Massachusetts tax laws and the reports and accounting records required thereby. Constant practice in the application of tax principles to specific problems is sustained throughout the course. Included subjects are exclusions, inclusions, capital gains and losses, and deductions.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

CLASSICS

GK 101-102—GREEK LITERATURE IN TRANSLATION.

A survey in English translation of masterpieces of Greek literature from Homer to the Hellenistic Age.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

ECONOMICS

EC 21—PRINCIPLES OF ECONOMICS I.

Foundation and basic concepts and terms of the Science of Economics and its relation to Ethics; factors of production; forms of the business enterprise; price formation under various market situations; functional and personal distribution of income; large scale organization; combination, monopoly and unfair competition.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

EC 22—PRINCIPLES OF ECONOMICS II.

Trade unions, unemployment, social security; money, banking, business cycles; Government borrowing and creation of national income; public finance; agricultural and transportation problems; interregional and international trade, international economic policy.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

EC 31-32—MONEY AND BANKING.

This course considers basic monetary and banking concepts, theories of the value of money, principles of commercial banking, bank reserves and the limitations of deposit creation.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 61—ECONOMIC STATISTICS I.

This course presents a discussion of the theory and statistical techniques best adapted to the needs of business. Constant references are cited from all phases of business activity. This course includes laboratory work.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 62—ECONOMIC STATISTICS II.

This course follows Economic Statistics I and emphasizes the practical use of statistical techniques through constant application of these techniques to actual business problems. This course includes laboratory work.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 145—INDUSTRIAL RELATIONS.

The course begins with an historical survey of industrial relations. This is followed by an examination of employee morale, companies, objectives and policies in industrial relations, employment function, opportunity within employment, and development of effective foremanship. Class discussion will then focus on problems of job security, wages, collective bargaining, and union-management cooperation.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EC 152—REGULATED INDUSTRIES.

Specialized areas of government-business relationship embraced in this course are those types of industry and of economic activity that have developed specialized controls. Herein are examined utilities, transportation, agriculture, and investment practices.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EDUCATION

ED 100—HISTORY OF EDUCATION.

A history of education movements, leaders, and institutions.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

ED 101—PHILOSOPHY OF EDUCATION.

This course considers fundamental educational problems: the nature of the learner, the agencies responsible for education, the rights of parents, Church and State regarding education, and the philosophical aspects of curriculum and methodology.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

ED 115—CURRICULUM OF THE ELEMENTARY SCHOOL.

The modern elementary school is studied in this course, with emphasis placed upon the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

ED 116—CHILD GROWTH AND DEVELOPMENT.

A course designed to help prospective elementary school teachers to understand and guide the physical, mental, social and emotional development of children from infancy through adolescence.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

ED 119—CURRICULUM OF THE SECONDARY SCHOOL.

The modern secondary school is studied in this course, with emphasis placed upon the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

ED 141—EDUCATIONAL PSYCHOLOGY.

The psychological study of the nature, characteristics and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

ED 166—TEACHING READING AND LANGUAGE ARTS IN THE
ELEMENTARY SCHOOL.

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and elementary grades.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

ED 168—TESTS AND MEASUREMENTS.

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring and interpretation of formal and informal tests with practical application to classroom use.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

ENGLISH

EN 1—PROSE COMPOSITION.

A study and analysis of the basic principles of prose composition. Frequent written exercises based on the precepts and readings studied in class will be required of the students.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 2—THE STUDY OF POETRY.

A basic study of the principles and techniques of poetry with emphasis on the understanding and humanistic appreciation of poems.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 21—THE ART OF RHETORIC I.

A further study of English prose composition. Frequent exercises illustrating the principles and readings discussed in class will be required of the student.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 22—THE ART OF RHETORIC II—PUBLIC SPEAKING.

A continuation of English 21 with emphasis on the application of the principles of rhetoric in practical public speaking. Selected plays of Shakespeare will also be read in class with emphasis on oral delivery.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 100-101—SURVEY OF ENGLISH LITERATURE.

This survey introduces the student to the major authors and themes of English literature, from the beginnings of Old English and medieval works to modern times. The first semester will bring the survey up to and including Shakespeare, while the second semester will deal with material from the seventeenth to the twentieth century.

Two semesters

Five semester hours credit

Saturday—9:00 - 11:15 a.m.

EN 102-103—SURVEY OF AMERICAN LITERATURE.

A chronological account of the major developments of American literature, from the time that a national literature began to emerge in colonial times down to an account of the most recent developments, is the subject of this course. The first semester will present materials of the 18th and early 19th centuries; the second semester will deal with late 19th and 20th centuries.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

EN 106-107—ENGLISH FICTION.

This course will study the development of the English novel from the beginnings to the present with special emphasis on the relationship of form and technique to subject and theme.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

EN 108-109—MODERN POETRY AND LITERARY CRITICISM.

Selected readings in recent British and American poetry and criticism with special attention given to the analysis and discussion of dominant themes and techniques.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

EN 135-136—SHAKESPEARE.

A careful study of selected comedies and tragedies. This course emphasizes the development of Shakespeare's dramatic art and focuses on the plays as literature.

Two semesters

Five semester hours credit

Monday—7:00 - 9:15 p.m.

EN 138-139—SEVENTEENTH CENTURY LITERATURE.

A study of major literary figures of the age with a consideration of the historical and philosophical backgrounds. The course will consider the Metaphysical, Jonsonian, and Cavalier poets, the major dramatists, and major figures like Milton and Dryden.

Two semesters

Five semester hours credit

Monday—7:00 - 9:15 p.m.

EN 147-148—THE AUGUSTAN AGE IN ENGLISH LITERATURE.

Studies in English Neoclassicism from John Dryden through Samuel Johnson. The prose and poetry of Pope, Swift, Burke, and other figures will be considered.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

FINANCE

FIN 41—CORPORATION FINANCE.

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business; the forms of business organizations; the instruments of corporate finance; the work of the promoter; the several instruments used for obtaining funds; the problems of expansion and reorganization.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

FIN 101-102—FINANCIAL MANAGEMENT OF CORPORATIONS.

This course is designed for advanced work in the management of corporate funds. The principles and techniques of measuring and achieving money needs, and the liquidation of debts are emphasized. Corporate financial problems treated extensively include consideration of working capital, investments and financial budgets.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

FINE ARTS

FINE ARTS 52—ARTISTIC MASTERPIECES.

This course is approached from the contemporary view and is designed to aid the student in better understanding his immediate culture by discussing and viewing current art trends. Some study will also be made into the artistic trends of the past, especially as they are similar or relate to the contemporary scene.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

FINE ARTS 165—MODERN MUSIC.

A study of the development of music during the last century, including the classical, popular and jazz productions, with consideration given to some of the problems of the composers and performers.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

GOVERNMENT

GV 151—INTERNATIONAL RELATIONS AND POLITICS.

The nation-state system, its principles of operation and the bases of national power and policy are examined.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

GV 152—INTERNATIONAL ORGANIZATION AND POLICY.

The structure, power, and policy of leading international organizations are analyzed, and a study is made of the power and policy of the United States in its relationships with the international community.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

HISTORY

Hs 35-36—EUROPEAN CIVILIZATION TO 1648.

This course is a survey of the Christian Era from the introduction of Christianity to the Peace of Westphalia.

Both Hs 35 and Hs 36 are offered first semester as follows:

Hs 35 (*Two and one-half semester hours credit*)

Friday—7:00 - 9:15 p.m.

Hs 36 (*Two and one-half semester hours credit*)

Friday—7:00 - 9:15 p.m.

(Hs 36 is repeated the second semester)

Hs 37-38—EUROPEAN CIVILIZATION SINCE 1648.

This course continues the survey of Europe from the Peace of Westphalia to contemporary times.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Hs 41-42—HISTORY OF AMERICAN CIVILIZATION.

A survey of the history of American civilization from the period of colonization to the present.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Hs 73—EUROPEAN POLITICAL AND SOCIAL HISTORY, 1917-1950.

Particular attention will be given to the rise of Fascism in Italy, Nazism in Germany, and Communism in Russia.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 74—EUROPEAN DIPLOMACY, 1917-1950.

The diplomatic relations between the major European powers from the Bolshevik Revolution to World War II are studied in detail.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 91-92—HISTORY OF IRELAND.

A survey of Irish civilization from the pre-Christian Gaelic period to the present.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

Hs 153-154—THE RISE OF MODERN GERMANY.

A study of the political, intellectual, and economic factors which affected Germany from national unification under Bismark through attempts at European domination under Hitler.

Prerequisite: Hs 37-38 or its equivalent.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Hs 171-172—THE CIVIL WAR AND RECONSTRUCTION.

The major factors which contributed to the outbreak of the War Between the States, and the impact which this conflict had upon the course of American history.

Prerequisite: Hs 41-42 or its equivalent.

Two semesters

Five semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 181—COLONIAL PERIOD IN LATIN AMERICA.

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Hs 182—ARGENTINA, BRAZIL AND CHILE.

The emergence of Argentina, Brazil and Chile as Great Powers in southern South America.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

LAW

LAW 41—ELEMENTARY BUSINESS LAW I.

A brief introductory survey of the nature and sources of law. The law of contracts, including offer and acceptance, consideration, competent parties, illegality, fraud, mistake and duress, and performance and discharge.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

LAW 42—ELEMENTARY BUSINESS LAW II.

The law of sales, including transfer of property between buyer and seller, warranties, remedies. The law of negotiable instruments, including creation of negotiable instruments, negotiations, holder in due course, real and personal defenses, liabilities of parties and discharge.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

LAW 106—REAL ESTATE.

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

LAW 111—INSURANCE.

A survey of the various types of insurance including life, accident and health, fire, casualty, public liability, inland marine, automobile, bonds, and other miscellaneous coverages with particular emphasis upon their value and applicability to typical business situations.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

MARKETING

MK 21—PRINCIPLES OF MARKETING.

The fundamental principles underlying marketing; the essential operations and institutions involved in the distribution of commodities; buying habits, patronage attitudes, and their effect on merchandising policies; sales promotion efforts and the use of advertising by manufacturers, wholesalers and retailers.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MK 127—PRINCIPLES OF SALESMANSHIP.

A study of the fundamentals and technique of modern salesmanship. Emphasis is placed on a personal sales presentation together with a personal critique.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

MK 128—MARKETING RESEARCH.

Current economic thought applied to marketing. The scientific method and its application to market research; planning the investigation, the gathering of data, their interpretation and the conclusions to which they point; sampling methods; the various types of surveys. Emphasis is on individual research guided by the study of actual market surveys made for both local and national organizations.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

MK 130-131—EFFECTIVE COMMUNICATION AND PUBLIC RELATIONS.

This course explores the semantics, the sociological and the psychological backgrounds involved in cultivating favorable attitudes between institutions and employees, dealers, customers, stockholders, legislators, educators, and the community, and affords practice in the tools and methods required to accomplish this. The course seeks to develop a capacity to organize and engineer agreement and consent between an organization and its various publics.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

MATHEMATICS

MT 41-42—COLLEGE MATHEMATICS.

The essentials of College Algebra, Trigonometry, and Analytic Geometry.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

MODERN LANGUAGES

FR 1-2—ELEMENTARY FRENCH.

An initiation to the study of the language. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

FR 21-22—INTERMEDIATE FRENCH.

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of French will be integrated with close reading of selected texts, oral practice and laboratory work, to increase the students passive and active vocabulary.

Prerequisite: Elementary French or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

FR 31-32—FRENCH COMPOSITION AND CONVERSATION.

This course is designed to promote a functional grasp of the structure of French, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into French, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate French or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

FR 51-52—MASTERPIECES IN FRENCH LITERATURE.

Extensive reading in great works of modern French prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing the ideas correctly and accurately.

Prerequisite: Conversational French or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

GR 1-2—ELEMENTARY GERMAN.

An initiation to the study of the language. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

GR 21-22—INTERMEDIATE GERMAN.

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of German will be integrated with close reading of selected texts, oral practice and laboratory work, to increase the student's passive and active vocabulary.

Prerequisite: Elementary German or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

IT 1-2—ELEMENTARY ITALIAN.

An initiation to the study of the language. The course is designed to develop simultaneously the fundamental skills; reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 1-2—ELEMENTARY SPANISH.

An initiation to the study of the language. The course is designed to develop simultaneously the fundamental skills; reading ability, aural comprehensive, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 21-22—INTERMEDIATE SPANISH.

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of Spanish will be integrated with close reading of selected texts, oral practice and laboratory work, to increase the students passive and active vocabulary.

Prerequisite: Elementary Spanish or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

SP 31-32—SPANISH COMPOSITION AND CONVERSATION.

This course is designed to promote a functional grasp of the structure of Spanish and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into Spanish, reports of current events, and summaries of reading selections will provide the basis for discussion.

Prerequisite: Intermediate Spanish or its equivalent.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

PHILOSOPHY

PL 1—MINOR LOGIC.

A fundamental course in Philosophy. As an introductory course, its purpose is to train the student in the mechanics of thought and make him familiar with principles of correct reasoning. To this end a study will be made of the major activities of the mind,—the Simple Apprehension, the Judgment and the process of reasoning. Frequent exercises in syllogistic reasoning will be required of the student.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 2—MAJOR LOGIC.

A philosophical study and defense of human knowledge. A critical examination of various theories of knowledge; the nature, sources and criteria of Truth; the study of the sources of certitude, and the defense of the Scholastic position of Moderate Realism against the Skeptical Kantian and Idealist schools.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 21—GENERAL METAPHYSICS.

An introductory course that deals with the object of metaphysics and the notions of existence, substance and cause.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

PL 22—SPECIAL METAPHYSICS.

A consideration of the four causes, and the proofs for God's existence.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

PL 51—PHILOSOPHICAL PSYCHOLOGY I.

A philosophical study of the origin, nature and grades of life. The distinction between vegetative, sentient and rational life. The human soul.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 52—PHILOSOPHICAL PSYCHOLOGY II.

A philosophical study of human life; the sensitive, intellectual and appetitive faculties of man with emphasis on the nature of human cognition and the freedom of the human will.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 53—GENERAL ETHICS.

A philosophical treatise on the principles of individual and social moral conduct.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

PL 54—SPECIAL ETHICS.

An application of fundamental moral principles to specific situations. Man's rights and obligations in various circumstances which affect his life as an individual and as a social being.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

PL 111—HISTORY OF PHILOSOPHY.

A study of the major trends and movements in the history of Western philosophical thought with emphasis on the making of the modern mind.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

PL 124—SURVEY OF MODERN EUROPEAN PHILOSOPHY.

Scientific outlooks and methods: Descartes, Locke and Hume, Kant, Hegel, Comte, Marx, Bergson.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

PRODUCTION

MG 21—INTRODUCTION TO INDUSTRIAL MANAGEMENT.

The factors of production are studied through an examination of raw materials supply, plant location and layout, power and labor. Attention is given to control of quality, waste, cost and raw materials. Product development, introduction, planning and scheduling are considered.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MG 31—INDUSTRIAL PROCUREMENT.

The procurement through purchase of the material, supplies and equipment necessary for the conduct of the business unit. Centralization versus decentralization of the purchasing function, purchasing budgets, make or buy, the measurement of purchasing efficiency and some legal aspects of purchasing.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MG 41—PERSONNEL MANAGEMENT.

The development and retention of an efficient and contented working force. Consideration is given to such topics as the construction and use of occupational descriptions, sources of labor, application, forms, interviews, testing, training, introduction to job, job analysis, classification, evaluation, service rating, wage plans and policies.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

MG 53—PRODUCTION CONTROL.

Production forecasting, control through production budgets, material specifications, routing of operations and processes, plant layout, plant safety, dispatching, quality and inventory control, problems of classification and identification in a production control system, relationship between the production control department and other departments.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MG 57—ELECTRONIC DATA PROCESSING.

An introduction to the theory and methodology of electronic data processing. Emphasis is on concepts of programming rather than proficiency in the art of programming. Description of stored program digital computer with magnetic tape input-output, binary, decimal, octal numbering systems; special data processing languages (e.g. FACT, COBOL) describing, analyzing, flow-charting, and programming of a typical business data processing application.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

MG 111—HUMAN RELATIONS.

The general purpose of this course is to aid the student in acquiring an administrative viewpoint in analyzing business problems treating human relations. Specific cases will be discussed in class and the student will evaluate complex business situations involving them, technical and economic factors.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

MG 161—ADMINISTRATIVE POLICIES.

Administrative policy is one of the primary instruments of coordination and control. The interrelationships of the functions of a business and the problems that arise within the organization which require top-management action for their solution receive constant attention. The case method of instruction is used throughout the course.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

PSYCHOLOGY

PSY 11-12—INTRODUCTION TO PSYCHOLOGY.

An introduction to the field of modern psychology. Designed to give students not majoring in psychology a basic understanding of human behavior.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

PSY 157—ABNORMAL PSYCHOLOGY.

Emphasis is placed upon the general principles of human nature that can be derived from the study of the abnormalities. Evidence concerning causation and the problems of treatment are considered.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

PSY 160—PSYCHOLOGY OF ADOLESCENCE.

The characteristics and attendant problems of adolescent growth and development: Relevant techniques of teaching and guidance, based on modern research.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

SCIENCE

BI 51-52—GENERAL BIOLOGY.

In the first semester, the anatomy and physiology of representative vertebrates correlated with the human are treated. A survey of the invertebrates and divisions of the plant kingdom comprises the second semester part of the course. The course consists of lectures and laboratory work.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

GE 11—PHYSICAL GEOLOGY.

The physical constituents and structure of the Earth's crust are discussed. Those geologic processes, especially mountain building and erosion, are considered as to the effects on the surface and the interior of the Earth.

Two lectures and one-hour laboratory period per week for one semester.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

GE 12—HISTORICAL GEOLOGY.

Age, origin, and history of the Earth to the present are considered. The physical processes are presented in a time reference and the fossil record is used to verify the development of plant and animal life within this time plan.

Two lectures and one-hour laboratory period per week for one semester.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

SOCIAL SCIENCES

SC 1-2—FUNDAMENTAL SOCIOLOGY.

A study of the nature of man, taking cognizance of the findings of other sciences, whether scientific or philosophical. Social facts discovered are interpreted in the light of Catholic Ethics and Theology. Man's social life is studied with the realization of his obligations to himself, his neighbors and God.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

SC 51-52—CURRENT SOCIAL PROBLEMS.

A study of important social problems in the United States. The lectures will be devoted to an analysis of the various causes and contributing factors which produce conditions hostile to the social welfare of the country. An appreciation of the difficulties to be faced and of the measures adopted by society for the solution of these problems will be the aim of the course.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

SC 109-110—GEOGRAPHIC PATTERNS IN SOCIAL DEVELOPMENT.

A study by continents and regions of basic and environmental conditions which produce major problems in existence today.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

SC 115—INDUSTRIAL SOCIOLOGY.

The factory as a social system. Human relations in industry. Processes and problems in labor-management relations. Industry and the community.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

SC 130—PUBLIC OPINION AND PROPAGANDA.

This course provides a survey of methods and techniques of public opinion survey and interpretation, and studies the principles of propaganda and analysis.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

SC 150—JUVENILE DELINQUENCY.

Delinquency as a social problem. Theories and factors of delinquent behavior. Prediction, prevention, and rehabilitation of delinquents.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

SC 151—MINORITY GROUP RELATIONS IN THE UNITED STATES.

Survey and analysis of the origin, structures, and relations of selected ethnic and religious minorities in the United States. Majority-minority group relationships and assimilation.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

SC 177—SOCIAL STRATIFICATION.

Systematic analysis of caste, estate and class structures. Special attention to American social classes.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

THEOLOGY

TH 12—THE DIVINITY OF CHRIST AND THE CHURCH OF CHRIST.

This course investigates natural and supernatural revelation; miracles and prophecies as the guarantees of Revelation; the authenticity, integrity, reliability of the four Gospels; the Divinity of Christ; His Mission. Then a study is made of the apostolic college as an authentic and authoritative teaching and ruling body; the Primacy of Peter; the nature and character of Christ's Church, its marks; the application of these as a proof that the Catholic Church is the Church established by Christ.

One semester course

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

TH 31—GOD THE CREATOR.

This course is a study of the natural and supernatural Faith, its necessity and certainty; Sacred Scripture and Tradition as fonts of Revelation; the existence, essence and attributes of God; the Trinity; Creation; Original Sin; the Immaculate Conception; Eschatology.

One semester course

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

TH 41—GOD THE REDEEMER.

This course is a study of the Mystery of the Incarnation and the Hypostatic Union; the nature of Redemption; the Merits of Christ; Mariology; the nature and necessity of Grace; different kinds of Grace.

One semester course

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

TH 51—THE SACRAMENTS.

This course is a study of the Sacraments as a means of Grace; their nature and efficacy; Baptism; Confirmation; the Holy Eucharist as Sacrament and Sacrifice with a special treatment of the Sacrifice of the Mass. The Sacrament of Penance; Indulgences; Extreme Unction; Holy Orders; a special treatment of the Sacrament of Matrimony.

One semester course

First Semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Tuesday—7:00 - 9:15 p.m.

THE GRADUATE SCHOOL OF
ARTS AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167

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on

ADMISSIONS AND AWARDS

The Dean of the Graduate School

and

Chairmen of Departments

and,

For Foreign Students,

The Foreign Student Advisor

INTRODUCTORY

The Boston College Graduate School was established by the Society of Jesus to promote the development of specialized study and professional academic research under Catholic auspices. It is dedicated to the cultivation of scholarship in all of its aspects: the acquisition of full and exact knowledge within a specific discipline; the original and methodical investigation of problems or of lacunae in knowledge; the collection, organization, and interpretation of data drawn from primary and important secondary sources; the communication of informed and discriminating judgments in clear and cogent papers and oral reports. As a specifically Catholic graduate school, it bases its moral and spiritual values, where these are properly involved in the formation of opinions and conclusions, upon Christian philosophy and theology.

The Graduate School is administered by the Dean, who is assisted by the Educational Policy Committee and by the chairmen of all departments granting graduate degrees. All matters concerning admission, credits (including credits offered in transfer), assistantships or fellowships, and general requirements are referred to the Dean, who, in turn, consults with the Committee on Admissions for recommendations on admission to particular courses of study. Graduate classes are conducted at the Chestnut Hill campus of Boston College, with the following major exceptions: the courses in Geophysics are conducted at the Weston College Seismological Station, the courses in Nursing Education make use of the appropriate institutions of the community.

Offering a wide range of courses in several disciplines and programs leading to the master's and doctoral degrees, the Graduate School invites inquiries and applications for admission from qualified college graduates who wish to pursue a regular program of advanced studies, or who wish to attend as special, non-degree students. Requests for information not provided in the following pages and for application forms should be addressed to:

Office of the Graduate School of Arts & Sciences
Boston College
Chestnut Hill, Massachusetts 02167

Foreign students who need special assistance with the problems attendant upon entering an American university may secure the information and aid that they require by addressing their questions to:

Foreign Student Advisor
Boston College
Chestnut Hill, Massachusetts 02167

Foreign students should note that the deadline for application for financial assistance is February 15. The deadline for application for admission, with possible tuition scholarship, is May 1.

Preliminary inquiries may be made in person, if an applicant so wishes, at the office of the Graduate School, located in Gasson 102. It should be noted, however, that:

1. The office of the Graduate School is open from 9:00 to 4:45 Monday through Friday: it is closed on legal holidays, holy days, Good Friday, and all Saturdays, which are not days of registration.

2. No conference with Graduate School officials or departmental chairmen may be held during Christmas and Easter vacations, during June prior to Summer Session registration, or between the close of Summer Session and registration for the September term. During these times all communication must be by mail.

GRADUATE SCHOOL OFFERINGS

PROGRAMS AND DEGREES

The Boston College Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy, Doctor of Education, Master of Arts, Master of Science, Master of Education, Master of Arts in Teaching, and Master of Science in Teaching; and to a Certificate of Advanced Educational Specialization. The various degrees are conferred as follows:

Doctor of Philosophy, by the Departments of Biology, Chemistry, Economics, Education, History, Philosophy, and Physics;

Doctor of Education, by the Department of Education;

Master of Arts, by the Departments of Classical Languages, Economics, English, History, Mathematics, Modern Languages (French, German, and Spanish), Philosophy, Political Science, Psychology, and Sociology;

Master of Science, by the Departments of Biology, Chemistry, Geophysics, Nursing, and Physics;

Master of Education, by the Department of Education;

Master of Arts in Teaching and *Master of Science in Teaching*, jointly by the Department of Education and the department of the student's specializing, which may be any one of the departments of arts or sciences respectively, except those of Nursing, Philosophy, and Psychology.

Certificate of Advanced Education Specialization, by the Department of Education.

Courses in the regular programs may also, where the subject matter permits, be audited (taken without academic credit) and are open under certain conditions to students who are not degree candidates.

MASTER'S PROGRAM

REQUIREMENTS FOR DEGREES OF MASTER OF ARTS, MASTER OF SCIENCE, AND MASTER OF EDUCATION

Acceptance: All candidates for a master's degree must be graduates of an approved college, with a good general collegiate average and eighteen (18) semester hours of superior-quality upper division work in their proposed area of study. When a candidate's general average is satisfactory, but the number of prerequisites falls short of the prescribed eighteen credits, the remaining prerequisites may be earned in the graduate school by achieving a grade of B in courses approved for this purpose.

Where there is some doubt about a candidate's scholastic record, the candidate may be accepted conditionally. His performance will then be evaluated after the first semester of course work or after a minimum of six credits has been earned.

Course credits: A minimum of thirty graduate credits is required for each master's degree. No formal minor is required. A limited number of credits may be taken—but only with major departmental approval—in a closely related minor for which the candidate is qualified. Graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Chairman of the Department and the Dean. Not more than six transfer credits may be accepted; and these are accepted conditionally until a minimum of one semester of graduate work has been completed. A student who receives transferred credits is not hereby exempted from any part of the comprehensive examination.

Modern Language Requirement: (see p. 338 for Modern Language Requirement).

Comprehensive Examinations: Before any master's degree or certificate is awarded, the candidate must pass a comprehensive examination in his graduate course work. Normally a student may take this examination only after having satisfied the language and course requirements. At the option of the department concerned, this examination may be oral, written, or both. Eligibility for admission to the examination is determined by the Graduate School office with the advice of the departmental chairman: the permission will be issued when it has been established that the candidate has satisfied all the necessary requirements.

Comprehensive examinations are ordinarily given towards the end of each semester and at the end of summer session. Well in advance of the appropriate time, the qualified candidate should consult with the department chairman about the general nature of the examination. He should then notify the Graduate School office of his intention to take the examination. Information about the specific date, place, and time of examination will be later supplied by the chairman's office.

The results of the examinations are communicated by mail. A candidate who fails to pass may take the examination again at the next, or a later, examination period. If he fails the second time, he forfeits all his graduate credits: to this rule there are no exceptions.

Any complaints arising from the conduct of these examinations must be referred in writing to the department chairman, whose decision is final.

Thesis: In some master's degree programs a thesis is required, in others it is not. It is the responsibility of the student to make himself familiar with the regulations of his major department concerning the thesis requirement in the particular degree program he enters.

If a thesis is accepted in partial fulfillment of the requirements

for a master's degree, ordinarily six credits will be granted for it. Each thesis shall be done under the supervision of an assigned thesis director, and must be approved by him and by one other reader assigned by the department. In doubtful cases, a third reader is required. In the preparation of the thesis, the style regulations peculiar to each department and those common to the Graduate School should alike be observed. Two typed copies of each thesis must be bound and submitted to the Graduate School office at the prescribed time; these must include the original and first carbon copies, or reproductions approved in advance by the Dean of the Graduate School; a student who does not wish to attend to the binding of the thesis himself must file the completed, *approved*, and *signed* unbound copies of his thesis at the Graduate Office on or before the date specified in the academic calendar, accompanied by the proper fee. The submitted theses become the property of Boston College, and permission to publish them in their original or modified form must be obtained from the Dean of the Graduate School of Arts and Sciences.

All students must be registered for thesis supervision during any semester or term in which they require such supervision. Since only six semester hours are allowed for these credits, those who have not finished their thesis within this time must register for two semester hours of supplementary thesis direction whenever further direction is necessary. There is no academic credit for this later registration.

Special degree requirements: For the Master of Arts in Psychology degree, students whose concentration is in the General-Experimental area are required to take thirty-three (33) credits, three of which will be granted for the thesis. A minimum of forty-two (42) credit hours is required for the concentration in Clinical Psychology, with three of these credits awarded for the thesis. This latter concentration, which includes a practicum, will normally require two years of course work.

For the Master of Science in Nursing degree, students are in general required to take forty-four (44) semester hours of course work including courses in Nursing Education, General Education, the field of clinical specialization, and student teaching. There is no modern language requirement for this degree. Students must pass a comprehensive examination in their course work. A thesis is required for this degree. Full time students are given preference. For the fields of specialization and the required and core courses see Department of Nursing (p. 454).

For the Master of Education degree the writing of a thesis is optional. Students who do not choose to submit a thesis in partial fulfillment of the requirements must take ten courses in order to earn thirty graduate credits for the degree. Two of these courses may be designated by the Department of Education as substitutes for the thesis; courses so designated must be taken at the Boston College Graduate School.

Time limit: In the case of the thirty-credit Master's degree, all course work including the thesis and transferred credits must be completed within five years of the time at which the graduate courses begin.

REQUIREMENTS FOR THE DEGREES OF MASTER OF ARTS IN TEACHING
AND
MASTER OF SCIENCE IN TEACHING

There are three programs under the M.A.T. and M.S.T. degrees. Plans A and B are designed primarily to attract promising young graduates of liberal arts colleges into secondary school teaching, to give advanced work in their subject-matter field and to prepare them in the techniques of their future profession. Plan C is designed for experienced secondary school teachers or recent college graduates who have already prepared for secondary teaching. Preparation through the M.A.T. Program is restricted to students teaching English, the Social Sciences, and the Modern Languages. Preparation through the M.S.T. Program is restricted to students teaching Mathematics and the Natural and Physical Sciences.

Applicants for admission to this program must satisfy the regular Graduate School requirements including eighteen semester hours of upper-division work in their proposed area of specialization. Students must be accepted by the department in which they wish to specialize and by the Education Department. Whenever possible, the students will be involved in a paid full year teaching internship as a major part of the program. Whenever relevant, the general regulations governing the requirements for the Master's Program described above (pp. 332-334) are applicable to this degree also.

Course Credits: A minimum of thirty graduate credits is required for the Master of Arts in Teaching—Master of Science in Teaching degree under Plan C. Plans A and B for the Master of Arts in Teaching—Master of Science in Teaching degrees require thirty-six graduate credits.

Modern Language Requirement: For the M.A.T. and the M.S.T. degrees, the student must pass a French or German language examination.

Comprehensive Examinations: Before the M.A.T. or M.S.T. degree is awarded, the student must pass a comprehensive examination in his course work. This examination is taken in two parts: one part to be devoted to the examinee's subject-matter field, the other part to the field of Education.

Research: Although a thesis is not prescribed as a requirement for this degree, each student will be expected to complete a research paper in his area of specialization (content). The research paper will be defined by and under the jurisdiction of the department of the Graduate School of Arts and Sciences in which the student will specialize, i.e., English, Sociology, Modern Languages, Mathematics or the Sciences.

Time Limit: All requirements must be completed within five years of the time at which course work began, exclusive of time spent in the Armed Forces. Normally, in a planned program of courses, internship and research, the degree can be completed within a two-year period.

SPECIAL MASTER'S PROGRAMS

A Master of Arts Program in American Studies

For further information regarding admission and degree requirements, see pp. 425-426.

A Master of Arts Program in Medieval Studies

For further information regarding admission and degree requirements, see pp. 427-428.

A Master of Arts Program in Mathematics (non-research)

For further information regarding admission and degree requirements, see pp. 435-436.

DOCTOR'S PROGRAM

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred only in recognition of proficiency in advanced scholastic achievements. While the basic requirements for the doctor's degree may be defined, it must be emphasized that the degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a given number of courses, but only for distinctive attainment in a special field of concentration and for a demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research and conspicuous for its scholarship. For these reasons the subsequent requirements are to be considered minimal and may be modified by the Dean or Chairman as circumstances warrant.

Major and Minor Fields of Study: Candidates for the doctor's degree must pursue a unified and organized program of study. This organization is achieved in different ways in different departments, and the pattern of any department should be learned from the department chairman. A more or less typical pattern might be thus summarized: courses are to be selected from groups embracing one principal subject of concentration called the major field and from two related fields called the first and second minor; the major field of concentration is normally co-extensive with the offerings of the whole department, while the minor fields may be chosen from related departments. In certain cases the department in which the major field is taken may designate required minors.

Residence Requirements: For students who hold the master's degree a minimum of two full additional semesters of graduate course work is required for the doctorate; for those who are accepted on their collegiate record, at least four semesters of graduate course work are required. In this connection a full semester is ordinarily taken to mean four three credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full time student following a program of course work or research approved by the major

department. Students who wish leave of absence which carries residence credit should consult the Dean of the Graduate School.

The residence requirement for the degree of Doctor of Philosophy may not be satisfied by summer session attendance only; nor may a doctoral candidate earn more than eighteen graduate credits towards his degree in summer courses.

Modern Language Requirements:

(See p. 338 for Modern Language Requirement).

Comprehensive Examination and Admission to Candidacy: Before being admitted to candidacy for the doctor's degree the student must pass comprehensive written and/or oral examinations in his major and two minor fields. A student may present himself for the comprehensive examination only after he has satisfied the language and course requirements. The chairman of the major department shall present to the Dean of the Graduate School for approval the students who are eligible for this examination, which must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

A student who has been admitted to candidacy for the doctor's degree is required to register each semester in the Graduate School and to pay the doctoral continuation fee.

The Thesis: At any time after admission to candidacy, but within the time limit set for the completion of doctoral work and on the dates marked on the academic calendar, the candidate must submit to the chairman of his major department three typewritten copies of his thesis, the original and the first and second duplicate. The subject of the research for the thesis must be chosen with the approval of the major department and the work must be done under the direction of an adviser. The thesis must be the result of independent research; where collaboration is required the matter should be referred to the Dean. In the preparation of the manuscript the student is to follow the requirements referred to above under the section on the thesis for the master's degree.

Upon completion of the thesis, the Dean will appoint a committee of three, consisting of the major professor and two other members of the graduate faculty, to judge its substantial merit. Their report, if favorable, will be endorsed on the official title page. The three copies of the thesis should then be filed in the Graduate School office on the date set in the academic calendar.

Each doctoral thesis must be accompanied by three copies of an abstract of approximately two thousand words.

Theses and abstracts become the property of Boston College and may not be published in whole or in part without the written consent of the Dean of the Graduate School of Arts and Sciences, and due acknowledgment to the University.

Actual publication of the thesis is not required as a condition of conferring the doctorate. If publication does not follow the conferring of the degree within a reasonably short time, however, Boston College reserves the right to publish the abstract.

Final oral examination: After approval by the readers, the thesis must be defended in an oral examination before a board of examiners appointed by the Dean.

Time limit: All requirements for the doctor's degree must be completed within eight consecutive years from the commencement of doctoral studies; the thesis must be completed within three years after admission to candidacy. Time spent in the armed forces is not included within this eight-year period.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION (D.Ed.)

The requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite. After admission, a candidate for this degree must choose a major field of concentration from among those offered. Residence is recommended but not required; the student must, however, carry at least two courses a semester for one academic year. There are no modern language requirements, but technical competence in research methods and in statistics is required. Comprehensive examinations, a thesis, and final oral examination are required as described above for the degree of Doctor of Philosophy. The time limit is also the same.

MODERN LANGUAGE REQUIREMENTS

Modern language reading requirements are to be fulfilled prior to comprehensive examinations. With the exceptions noted below, students seeking the Ph.D. degree must pass a reading examination in both French and German, and students seeking the M.A., M.S., M.A.T. and M.S.T. degrees must pass a reading examination in French or German.

There is no modern language reading requirement for the non-research M.A. in Mathematics and for the M.S. in Nursing. For the M.S. in Chemistry, German is required. For Medieval History a reading examination in Latin is prescribed in addition to the modern language requirement. Students seeking the M.A. (not the M.A.T. however) in the Department of Modern Languages must fulfill the requirement in a language other than their major.

The substitution of another language for French or German is permitted upon departmental recommendation where the relevance of the substituted language to the student's research is clear. In some departments the substitution of a course for a language is permitted (e.g. in Education an advanced course in statistics, in Economics an advanced course in mathematical economics).

The reading examinations are administered by the Modern Language Department on specific days only. Applications to take the examination

must be made in advance at the Graduate School office. In this examination, the student is required to demonstrate his ability to translate at sight selections from articles or books pertaining to his major field of study. Notifications of success or failure are sent by mail. Appeals concerning failure must be made in writing to the Dean.

A candidate who fails the first reading examination may take the examination again at the next designated time, but never before that time.

Note: Intensive reading courses, in French and German, will be given in both fall and summer sessions (in the spring only if sufficiently many students register) prior to scheduled reading examination dates.

ADMISSION: ELIGIBILITY AND PROCEDURES

The Graduate School is co-educational. Applicants for admission to the Graduate School must possess at least a bachelor's degree from a recognized institution, and must give evidence of the ability and the preparation necessary to the satisfactory pursuit of graduate studies. This evidence will be primarily, but not necessarily exclusively, furnished by the distribution of undergraduate courses and by the grades received in them. Further stipulations — e.g., for doctoral candidates — are made in the appropriate sections below.

Applicants lacking a bachelor's degree are not admitted to Graduate School classes, but are recommended instead to present their needs to the Dean of the Evening College of Arts, Sciences, and Business Administration. The only exceptions to this rule are made for unusually qualified undergraduates recommended for individual courses by the Deans of Boston College. These students, ordinarily seniors in the last semester of their collegiate program, must register with and pay all fees and expenses to their own subdivision of Boston College at the rates set in the Graduate School.

Graduate studies are best begun in September. They may, however, be begun either in September, or January, or June (Summer Session). Application papers should be on file in the Graduate Office by August 1 for September admissions, by December 1 for January admissions, and by May 1 for Summer Session. The application fee is \$10.00. February 15, however, is the deadline for submitting applications for admission, which are accompanied by application for fellowship, assistantship, or scholarship. Foreign students should note that the deadline for application for admission, with possible tuition scholarship, is May 1 and the deadline for application for assistantships and teaching fellowships is February 15.

Applicants for admission must provide official transcripts and two letters of recommendation which are to be sent by professors who have recent classroom, and preferably major field, knowledge of the applicant. No student will be permitted to register for course work towards a degree unless his scholastic credentials have been received by the Registrar. Applicants in their senior year of college should provide transcripts complete through the first semester of senior year, and should provide

supplementary transcripts for the second semester at the close of the academic year.

GRE scores are not a general admission requirement of the Graduate School. Applicants are nevertheless encouraged to submit scores from the Aptitude Test and from the Advanced Test, where one is given in their field. In certain departments for particular purposes some scores are required. Thus the Department of Psychology requires for admission either the GRE Aptitude Test or the Miller Analogies Test, and the Department of Education requires for admission to doctoral work both the GRE Aptitude Test and the Miller Analogies Test. The Departments of Economics and English require applicants for admission and for assistantships and teaching fellowships to submit scores of the GRE Aptitude and Advanced Tests. The Department of Biology encourages all applicants to submit scores of the Aptitude Test and the Advanced Test.

All students in their first year of degree work who have not taken the GRE Aptitude Test must take it in school during the fall. For this a fee of \$3.00 is to be paid at registration. GRE tests are not required of foreign students or special students.

Further information about these and other tests may be had through:

The Office of Testing Services

Boston College

Chestnut Hill, Massachusetts 02167

Education Testing Service which administers the GRE may be addressed:

Box 955

or 1947 Center Street

Princeton, New Jersey 08540

Berkeley, California 94704

Religious, men and women, in making application, should be sure to give their family names. Further, whenever they write afterwards for records or information, since all student files are arranged alphabetically by the family name, they should be sure to repeat the family name. Failure to do so delays the answer until the Graduate Office is able to write back to ascertain this name.

All documents submitted by applicants for admission become the property of the Graduate School, and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be disposed of, and the applicants must provide new ones if they later decide to begin graduate study. Also application files not completed at the end of twelve months will be destroyed.

Announcements of acceptance or rejection are sent out as soon as the Committee on Admissions has reviewed the academic records of the applicants: decisions are made on the basis of scholastic grades and the

fulfillment of prerequisites. No student is admitted to the Graduate School until he has been officially notified of acceptance by the Dean.

To be accepted as a candidate for the Master's Degree, applicants must hold a Bachelor's Degree or be in the process of completing studies for that degree. Their grades should be well above average, especially in the area of concentration, and they should have elected courses in that area which will satisfy the prerequisites established by the appropriate graduate department.

Applicants for the advanced educational certificate should have a master's degree and three years of teaching experience. They should submit transcripts of their graduate as well as undergraduate records.

Applicants for the degree of Doctor of Philosophy in Education and Doctor of Education are accepted on the basis of a master's degree in which course work has shown promise of doctoral proficiency, or on the basis of an outstanding undergraduate record. The application file should include the application for admission, transcripts of previous college and graduate records, two letters of recommendation on the office forms, and test scores for the Graduate Record Aptitude Test, the Miller Analogies Test, and the Minnesota Multiphasic Personality Inventory. At the earliest date possible after initial application, applicants are to arrange a personal interview, if possible, with departmental representatives; appointments are to be made through the department chairman. Applicants will be officially notified of acceptance for doctoral course work only after departmental study of their completed application files. Where conditional authorization to begin course work is granted prior to the completion of the application file, the applicant must complete the file by the end of the first semester of course work. Special requirements for admission to doctoral programs in other departments can be ascertained from the department chairmen.

Special students, i.e., those who plan to transfer credits elsewhere, or merely to take non-degree graduate courses, are admitted to course work by the Graduate School. To be admitted, they must file an application form and submit official transcripts of their undergraduate and any previous graduate records. These application documents of the special student like those of the regular degree candidate, are to be submitted by the deadlines previously indicated. The application fee is \$10.00. The special student who does not have these documents actually on file in the Graduate Office can not be given official notice of acceptance or any record of course credits.

REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, not merely once a year. The dates for registration appear in the calendar (cf. pp. 2-3). If, at the time of registration, any applicants for admission have not received formal notice of acceptance, they must first go to the Graduate School office and obtain clearance from the Registrar: this step is necessary for those who wish to enroll as Special Students as well as for those intending to follow a regular degree program.

All newly-accepted and already-enrolled students should first consult with the proper department chairman—whose place and hours for interviews are posted on the bulletin board—to obtain authorization of their program of courses for one semester. The authorization slips must then be brought to the Graduate School office for processing; later change or addition of courses needs approval of the department chairman and will entail a change-of-course fee or a supplementary bill.

From the Graduate School office the students will receive class cards, one for each course in which they are enrolled. The class card contains the name and number of the course, and the number of credits it carries. All of these cards must be taken to the Treasurer's Office, where they are stamped, and then presented to the professors at the first class meetings. Any student who fails to present a class card, or who presents one without the Treasurer's stamp, will be excluded from class until the omission has been rectified. This procedure applies also to cards for thesis supervision and for reading courses.

It is expected that all students will pay semester fees and tuition at the time of registration. When payment is made by check, the check should be made out to "Boston College—Graduate School of Arts and Sciences" and should be taken or mailed to the Treasurer's Office, not the Graduate School. If a student wishes, for serious reasons, to request deferral of payment, he should direct his request to the Treasurer, not to the Dean. Until payment has been made or a satisfactory arrangement worked out, class cards will not receive the Treasurer's stamp that validates them for admission to class.

GRADUATE SCHOOL REGULATIONS

SATISFACTORY COURSE WORK

In each individual semester course (exclusive of Thesis Seminar 301) in which he registers for graduate credit a student will receive at the end of the semester one of the following grades: A, B, C, F, W, I. The high passing grade of A is awarded for course work which is clearly distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory at the graduate level.

No academic credit is granted for a course in which a student receives a grade of F. A student who receives a failing grade in more than eight semester hours of course work may be required to withdraw from the graduate school. Academic credit is granted for courses in which a student receives a grade of A, B or C. However, a student who receives a grade of C or lower in more than ten semester hours of course work may be required to withdraw from the school.

A student who withdraws, following the proper procedure (see **WITHDRAWAL FROM COURSE**, below), from a course in which he is registered for credit, will receive a grade of W for that course; for such a course no academic credits are granted. A student who fails to complete the requirements of a course and fails to withdraw officially will receive a grade of F.

All required work in any course must be completed by the date set for the course examination. A brief deferment may be granted at the discretion of the professor, but it may not be extended beyond an annually promulgated date. If such a deferment is granted, the student will receive a temporary grade of "I" (Incomplete), which will be changed after the above mentioned date to A, B, C or F.

WITHDRAWAL FROM COURSE

A student is free to withdraw from any course in which he is registered for credit at any time during the first five weeks of the semester. Such withdrawal must be made in writing to the Registrar of the Graduate School. For a course from which a student thus withdraws, a grade of W and no academic credits are granted. Withdrawal from a course after the deadline but prior to the two weeks immediately preceding the examination period will be allowed by the Graduate Office only upon receipt of a written recommendation of the Chairman of the student's major department. Withdrawal from a course during the final two weeks prior to the examination period is not allowed.

EXAMINATIONS

In each course, except seminars and teacher-training courses, there is a semester examination. A list of examination dates is posted on the Graduate School bulletin board and should be consulted by the students. All examination times are arranged by the Registrar of the Graduate School, except for courses given prior to 4:30. The examination times for these courses are arranged, for the sciences, by the chairmen of the science departments and, for all other studies, by the Registrar of the College of Arts and Sciences, whose bulletin board, which is opposite Gasson 110, should be consulted.

When examinations are cancelled on account of stormy weather announcement is made by radio. Such announcement is to be expected at the latest on the noon broadcast. The scheduling of examinations thus

cancelled is posted on the Graduate School bulletin board. Cancellation of classes on account of stormy weather is similarly announced.

Written or oral comprehensive examinations are given at times arranged by the departments, with the Dean's approval. Notices of success or failure in these examinations are frequently communicated by mail.

REPORTS AND TRANSCRIPTS

No grades of any kind will be orally released at the Graduate School office. Semester grades are mailed, usually by February 15 and June 15 of each year, to all students who are in good standing and whose financial accounts have been settled. Students on the June graduation list will receive an official transcript, along with their diploma, on graduation day.

There are no thesis seminar marks. The grade for the thesis is an average of the grades submitted by the official readers of the thesis and appears only on the complete transcript.

A consolidated copy of semester grades or a complete transcript may be requested. The official transcript lists all courses for which the student has been registered, except those discontinued during the first five weeks of a semester. Please address requests to the Registrar, enclosing fee of \$1.00 for this service. Transcripts are not supplied during the periods of registration. Grades earned in Summer Session are mailed by the Summer School office, and students registered for graduate work in Summer Session only should address all inquiries there.

AWARD OF DEGREES

The ceremonial award of all graduate school degrees is made at the annual June commencement. Those who plan to graduate in June must inform the Registrar no later than March 19, so that scrutiny of all records may be made, and timely notice sent of any deficiency. Those who finish degree requirements during the school year, may request a statement of the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement program. While all degree candidates are expected to attend graduation exercises, permission to be absent is granted if requested of the Dean by May 25. Those who are absent from graduation may request that their diplomas be mailed to them by registered mail. The fee for this service is \$1.00. Please make requests for this service by May 25 to the Registrar.

The name of a graduate will not appear on the official commencement list if all financial and library accounts have not been settled by June 8 preceding graduation; nor will a diploma or transcript be awarded or issued where the fees have not been paid.

Provision is made for summer graduation. Graduate students who have completed all degree requirements by August 12 are eligible to receive the degrees as of that date. There is a graduation fee of twenty dollars. This and all other financial obligations must be paid before the degree

is awarded. The diploma and official transcript of grades may be obtained after October 28 at the Graduate Office, Gasson 102. As there are no commencement exercises in August, the names of those receiving degrees at that time will be included in the program of the following June. August graduates are welcome to participate in this June commencement.

UNIVERSITY FACILITIES

The library facilities for graduate study are contained in the Bapst Library and the Science Library, in the libraries of the College of Business Administration and the School of Nursing, and in certain specialized departmental libraries.

Graduate students are urged to use the facilities of the Placement Bureau and of the Housing Office in McElroy Commons, of the Student Counselor's Office in Lyons, and of the Guidance Office and of the Financial Aid Office in Gasson. Students interested in secretarial employment should contact the Secretarial Personnel Office in Campion. Graduate students are further urged to acquaint themselves with the Boston College Alumni Association, and to contact the Alumni Secretary in Alumni Hall about membership and activities.

GENERAL FEES AND EXPENSES

1. *Schedule of Tuition and Fees*

Application fee (not refundable)	\$ 10.00
Registration fee, each semester (not refundable)	5.00
Late registration fee, any semester (not refundable)	5.00
Tuition per semester hour (includes library fee)	45.00
Auditor's tuition, per semester hour for first course	45.00
Auditor's tuition, per semester hour for other courses	22.50
Laboratory course fee, per semester	25.00
Laboratory course fee for Biology, per semester	30.00
Laboratory fee for Psychology, per semester	25.00
Laboratory research (thesis) fee, per semester	10.00
Graduate Record Aptitude Test	3.00
Change in individual course fee (not refundable)	3.00
Each advanced or deferred examination	5.00
Transcript of grades fee	1.00
Practice Teaching fee (for M.S. in Nursing)	135.00
Economic Statistics laboratory fee	10.00
Modern Language examination—after second examination taken or signed for	5.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester	80.00
Final oral examination for Ph.D. or D.Ed.	20.00
Binding fee for Master's and Doctor's thesis (per copy)	4.00
Graduation fee: Master's degree or certificate	20.00
Doctor's degree	25.00

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

2. *Payments*

All tuition and fees are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson 100.

Office Hours: Daily 9:00 a.m. to 5:00 p.m.

Saturday (during registration only)

9:00 a.m. to 12:30 p.m.

Please make all checks payable to:

Boston College—Graduate School of Arts and Sciences

3. *Refunds*

Fees are not refundable.

Tuition is refundable subject to the following conditions:

a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar

Graduate School of Arts and Sciences

Boston College, Gasson 102

Chestnut Hill, Massachusetts 02167

b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first class a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class a refund of 40% is made.

If formal notice of withdrawal is received within five weeks of first class a refund of 20% is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

FELLOWSHIPS AND ASSISTANTSHIPS

Applications for fellowships and assistantships should be completed and submitted to the Dean by February 15th. Later applications will be accepted, but will normally be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowships or assistantships are necessarily more exacting than those for securing simple admission to Graduate School.

TEACHING FELLOWSHIPS

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$2,700 with remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

ASSISTANTSHIPS

Assistantships are available in most of the departments and also in the Office of Audio-Visual Aids.

Application for assistantships, which will be forwarded upon request, should be returned to the Dean's Office by February 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on a ten-month basis (September-June), and do not cover the Summer Session. All assistants are expected to supply in-service work on an average of 12 hours per week, from early September through the full week prior to commencement. The assistants in physical science departments have their in-service work in the laboratory. The work of the assistants in other departments consists in the grading of papers, proctoring of examinations, and in providing academic service to the professorial staff. Assistants are not engaged in regular class teaching, but may be called upon occasionally.

Assistants are full time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with, and permission of, the chairman of the department.

Stipends for assistants range from \$1,800 to \$2,500 with full remission of tuition. Laboratory fees are remitted to science assistants. Assistants receive a monthly check from the Treasurer's Office and may be responsible for some charges. At the opening of each school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out required forms.

An assistant who voluntarily relinquishes an assistantship must report this matter in writing to the Dean. Assistants may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

RESEARCH ASSISTANTSHIPS

Research assistantships are available in the Departments of Biology, Chemistry, Mathematics, and Physics. Funds for these research assistantships are provided by sponsoring organizations. The stipend is \$1,800-\$2,000 for fifteen hours per week for ten months on a sponsored research project. Holders of research assistantships are responsible for fees and tuition. Summer research opportunities are also available on some research projects. For further information contact the chairman of the department.

THE GRADUATE SCHOOL RESERVES THE RIGHT TO MAKE CHANGES AND ADDITIONS IN ITS OFFERINGS, REGULATIONS AND CHARGES WITHOUT EXTENDED NOTICES.

BIOLOGY (Bi)

Professors: REV. WILLIAM D. SULLIVAN, S.J. (*Chairman,*), CHAI HYUN YOON

Associate Professors: ROBERT M. COLEMAN, WALTER J. FIMIAN, JR.*, JAMES J. GILROY, FRANCIS L. MAYNARD, JOSEPH A. ORLANDO, YU-CHEN TING

Assistant Professors: REV. DONALD J. PLOCKE, S.J., ALLYN H. RULE

Lecturers: WALTER J. DRISCOLL, JOLANE SOLOMON

* *On leave of absence—Fall term 1966.*

The activities and research interest of the Graduate Faculty are as follows: immunology and parasitology—immunological aspects of certain host-parasite relationships (Coleman); instrumentation analysis (Driscoll); radiation biology and experimental embryology—quantitative determinations of melanogenesis (Fimian); bacteriology—physiological changes in bacterial cells undergoing a change in ploidy (Gilroy); cell physiology—vascular patterns and endocrinology of hibernation (Maynard); biochemistry and photosynthesis—the nature and function of heme-protein in photosynthesis systems (Orlando); biophysical chemistry—the role of metals in enzyme activity (Plocke); immunochemistry (Rule); endocrinology (Solomon); biochemistry of protozoa—radiation and autoradiographic studies of enzymatic activities and DNA synthesis in protozoa (Sullivan); cytology and cytogenetics—cytogenetic studies of maize and its relatives (Ting); genetics—DNA and RNA transformation, and neurological mutations (Yoon).

To the general requirements laid down by the Graduate School for admission to the master's and the doctorate programs the following are to be added. Those seeking admission to the Master of Science and the Doctorate programs in biology must have a strong background in biology, chemistry, and mathematics. The grade in this required work must be B or better. Where an applicant's general average is satisfactory but the number of prerequisites falls short of what has just been set forth, the remaining courses may be made up in the Graduate School. GRE scores—the Aptitude and Advanced Tests—are desirable.

The Department will offer course work leading to a M.S. (non-thesis) degree. A minimum of 34 credits of course work will be required. For further information regarding this degree consult with the Chairman of the Department.

COURSES OF INSTRUCTION

Bi. 201-202—DEVELOPMENTAL BIOLOGY I, II (4, 4)

Lectures dealing with comprehensive background in the recent research of "developmental biology" in which modern concepts of biochemical genetics, cellular control mechanisms and morphological change in embryonic events are correlated. The laboratory plan will emphasize the use of recently developed methods in biochemistry and

embryology as described in the current literature. Lab fee: \$30 per semester.

Prerequisite: Bi. 101, 103 and 146 or equivalent.

Both Semesters

To be announced

Bi. 221—IMMUNOLOGY (4)

Lectures dealing with the theories of infection and immunity are correlated with a laboratory study of antigens, antibodies, and anti-serums emphasizing immunochemical techniques. Lab fee: \$30 per semester.

Prerequisite: Bi. 108 or equivalent.

First semester

Prof. Coleman

Bi. 222—IMMUNOCHEMISTRY

The chemistry of the antigen-antibody complex, complement fixation and other immunological phenomena. Lab fee: \$30 per semester.

Prerequisite: Bi. 221 or equivalent.

Second Semester

Prof. Rule

Bi. 224—IMMUNO-PARASITOLOGY (4)

The principles of animal parasitism are considered. The immunological aspects of the host-parasite relationship are stressed. Lab fee: \$30 per semester.

Second Semester

Prof. Coleman

Bi. 231—BACTERIAL PHYSIOLOGY (4)

A study of bacterial taxonomy, structure, growth, nutrition and variation emphasizing fundamental biological, physical and chemical principles as they apply to bacteria. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Biochemistry, quantitative analysis, a basic course in bacteriology or consent of instructor.

First Semester

Prof. Gilroy

Bi. 232—BACTERIAL METABOLISM (4)

A study of the catabolic and biosynthetic processes of metabolism in bacteria and their regulation. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 231 or consent of instructor.

Second Semester

Prof. Gilroy

Bi. 243—BIOCHEMISTRY OF AMINO ACIDS AND PROTEINS I (4)

A lecture and laboratory study of proteins and amino acids, including isolation, purification, analysis and synthesis. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Ch. 81, 82.

First Semester

Prof. McCarthy

Bi. 245—ENZYME BIOCHEMISTRY I (4)

A study of the techniques of isolation and characterization of enzymes. The study will include methods, reaction rates, pH and

temperature effects, energetics, oxidation-reduction, and inhibitor effects. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 243, Bi. 244, or equivalent.

First Semester

Prof. Orlando

Bi. 246—ENZYME BIOCHEMISTRY II (4)

A laboratory study of enzymes and enzyme systems. The course will include an original research project and one seminar period per week. Lab fee: \$30 per semester.

Second Semester

Prof. Orlando

Bi. 253-254—GENERAL PHYSIOLOGY I, II (4, 4)

Chemical and physical properties of protoplasm, metabolism, respiration, excretion, growth, irritability, stimulation, adjustment and behavior. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Both Semesters

To be announced

Bi. 256—CELLULAR PHYSIOLOGY (4)

The physical and chemical principles involved in metabolism, reproduction, growth and communication in living cells. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 11 and 12; Ch. 31 and 32.

Second Semester

Prof. Maynard

Bi. 261-262—GENERAL ENDOCRINOLOGY I, II (4, 4)

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and physiological effects of hormone action including clinical considerations. Lab fee: \$30 per semester.

Prerequisite: Biochemistry, embryology, physiology.

Both Semesters

Prof. Solomon

Bi. 271—CYTOLOGY (4)

A study of the cell and its components, with regard to chemical, structural, functional and hereditary aspects. Three lectures and one three-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: One course each in general biology and general chemistry.

First Semester

Prof. Ting

Bi. 272—CYTOGENETICS (4)

Explanations of genetic consequences in terms of chromosome behavior, function, number and structure. Two lectures and one three-hour laboratory period per week. Laboratory materials include maize, *Tradescantia* and mouse. Lab fee: \$30 per semester.

Prerequisite: One course each in genetics and cytology or with the consent of instructor.

Second Semester

Prof. Ting

Bi. 277—MOLECULAR BASIS OF HEREDITY I (4)

A study of recent advances in genetics at molecular level. Gene-enzyme, gene-peptide, gene-DNA relationships. Replication of DNA, genetic coding system and fine structure of chromosomes are discussed. (See under Bi. 278). Lab only. Lab. fee: \$60.

Prerequisite: Bi. 103 or equivalent.

First Semester

Prof. Yoon

Bi. 278—MOLECULAR BASIS OF HEREDITY II (4)

Continuation of Bi. 278. Two two-hour lectures—No laboratory.

Prerequisite: Bi. 103 or equivalent.

Second Semester

Prof. Yoon

Bi. 279—BIOLOGICAL STATISTICS (4)

Probability, chi-square t distribution, F distribution and poison distribution are discussed. Also various correlations. Two lecture periods and one four-hour laboratory period per week. Lab fee: \$30 per semester.

To be offered 1967-1968

Prof. Yoon

Bi. 281—RADIATION BIOLOGY AND ISOTOPE METHODOLOGY (4)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

Prof. Fimian

Bi. 282—ADVANCED RADIATION BIOLOGY (4)

A study of genetic, embryological, and physiological changes occurring in biological systems affected by localized and total-body exposure to ionizing radiation. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 281.

Second Semester

Prof. Fimian

Bi. 291—MOLECULAR EVOLUTION AND THE BIOCHEMISTRY OF PROTOZOA I (4)

The evolution of matter and chemical compounds of living organisms. The origin of life, photosynthesis and the evolution of phytoflagellates. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 243, Bi. 244, or equivalent.

First Semester

Prof. Sullivan, S.J.

Bi. 292—BIOCHEMISTRY OF PROTOZOA (4)

The nutrient requirements and metabolic cycles of the acetate flagellates and the ciliates. DNA, RNA, carbohydrates, fat, and protein synthesis and the biochemistry of ciliary movements. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Bi. 243, Bi. 244, Bi. 291.

Second Semester

Prof. Sullivan, S.J.

BI. 295-296—BIOPHYSICAL CHEMISTRY I, II (4, 4)

Lectures and Laboratory in Principles of Equilibria, Solubilities, Titrations, Diffusion, Viscosity, Protein Conformation, Nucleo Proteins, Enzymes and Metal Ions in Biological System.

Prerequisite: Physics, Calculus, Organic Chemistry.

Both Semesters

Prof. Blocke, S.J.

BI. 297-298—INSTRUMENTATION ANALYSIS I, II (3, 3)

Lectures and Laboratory periods in Theory of Measurements, Spectroscopy, Spectrophotometry, X-ray diffraction, Reactor and Neutron Activation, Polarography, Chromatography, Electron Microscopy, Thermographs, Ultrasonic Techniques, Mossbauer and other advanced techniques.

Both Semesters

Prof. Driscoll

BI. 301—THESIS SEMINAR (3, 3)

A research problem of an original nature under the direction of a staff-member. Lab fee: \$10 per semester hour.

By arrangement

THE DEPARTMENT

BI. 305—THESIS DIRECTION (2 points)

A two-point non-credit course. Lab fee: \$10 per semester hour, where laboratory is used.

By arrangement

THE DEPARTMENT

BI. 306—SEMINAR ON METABOLIC INTERRELATIONS (1)

A study of metabolism on the cellular, tissue, and organism levels.

Second Semester

Prof. Orlando

BI. 307—SEMINAR ON MODERN PROBLEMS IN BIOLOGY (1)

An experimental analysis of the patterns and problems of growth and development.

First Semester

Prof. Gilroy

BI. 308—SEMINAR ON MODERN SCIENTIFIC AND PHILOSOPHIC ASPECTS OF EVOLUTION (1)

An examination of the varied philosophies of evolutionism.

Second Semester

Prof. Sullivan, S.J.

BI. 309—SEMINAR IN IMMUNOLOGY (1)

Modern aspects of immunological responses.

First Semester

Prof. Coleman

BI. 310—SEMINAR ON CYTOGENETICS (1)

Discussions on current developments of cytogenetics. One meeting per week.

Prerequisite: One course each in cytology and genetics or with the consent of the instructor.

Second Semester

Prof. Ting

BI. 311—SEMINAR IN COMPARATIVE ENDOCRINOLOGY (1)

A review of recent advances in the physiology of endocrine systems in invertebrates and vertebrates.

Second Semester

Prof. Maynard

BI. 312—SEMINAR IN RADIATION BIOLOGY (1)

Modern aspects and research in biological mechanisms affected by total body and localized exposure to ionizing radiation.

Second Semester

Prof. Fimian

BI. 314—SEMINAR IN GENETICS (1)

A review of the literature on the DNA-RNA-Protein relationships.

Second Semester

Prof. Yoon

BI. 360—THESIS COLLOQUIUM

Discussions on recent developments in cellular biology. One hour per week. Compulsory attendance for all graduate students. No academic credit and no financial charge.

Both Semesters

Prof. Ting

CHEMISTRY (Ch)

Professors: ANDRÉ J. DE BÉTHUNE (*Acting Chairman*), JOSEPH BORNSTEIN

Associate Professors: O. FRANCIS BENNETT, RAYMOND F. BOGUCKI, TIMOTHY E. MCCARTHY, ROBERT F. O'MALLEY, IRVING J. RUSSELL, GEORGE VOGEL

Assistant Professors: RICHARD A. DURST, NEIL B. JURINSKI, JEONG-LONG LIN, REV. DONALD I. MACLEAN, S.J., ALAN H. PHIPPS

Instructor: REV. JOHN R. TRZASKA, S.J.

The department offers courses leading to the degree of Master of Science and Doctor of Philosophy. The master's degree is intended as a terminal degree, and a broad sequence of courses is expected of the student. Major programs in organic chemistry, physical chemistry, analytical chemistry, and inorganic chemistry are offered at the doctoral level.

The Department of Chemistry cooperates with the Department of Education in the M.S.T. program. Candidates for this degree may choose from the entire graduate course list. Courses should be chosen so as to enrich the student's background. Usually, a minimum of 15 semester hours of graduate chemistry courses must be completed.

Students in the M.S., M.S.T., or Ph.D. programs are expected to present an undergraduate record of chemistry courses completed through the first three years of an American Chemical Society accredited program or its equivalent, i.e., at least through physical chemistry. Students exhibiting deficiencies in their undergraduate chemistry training can be admitted as graduate students but will be required to make up their deficiencies without graduate credit.

DEGREE REQUIREMENTS

Candidates for any advanced degree within the department are required to complete as soon as possible a core of four courses, one in each of the four major areas of chemistry. These courses (normally Ch. 151, 165, 183 and 192) form the minimum work needed for preparation for the comprehensive examinations for the M.S. and Ph.D. degrees. Candidates for degrees are also responsible for fulfilling all Graduate School requirements of the University pertinent to their program.

The Modern Language requirement is German for the M.S., and German plus either French or Russian for the Ph.D.

For the M.S. degree a total of 24 semester hours of course work plus 6 semester hours for a thesis based on original research is required of the candidate.

The Comprehensive Examination for the M.S. degree consists of four 2-hour papers covering organic, inorganic, physical and analytical

chemistry, which must be passed in at least two tries. The examination is offered twice a year, at the end of January and at the end of May. A student who fails one or more papers must repeat those papers the next time. This examination may be taken before completion of language and course requirements.

An oral examination, based on the thesis, must be passed before the Board of Thesis readers, after the thesis has been accepted and after all courses and language requirements have been completed.

For the Ph.D. degree, a total of 48 semester hours of course work must be completed. For holders of the M.S. degree this is reduced to 24 semester hours. The first minor includes work in any field of chemistry outside the applicant's major sequence. The second minor must be taken outside the department. A student for the Ph.D. may be admitted to research as soon as he matriculates and should normally begin research not later than the beginning of his second year.

The Comprehensive Examination for the Ph.D. consists of three parts: The Second Minor, the Qualifying Examination, and the Major Examination. For the Second Minor, satisfactory completion and passage of courses in parallel departments, as prescribed by the Departmental Chairman in consultation with the applicant's Major Professor, will satisfy this requirement. The Qualifying Examination is held concurrently with, and coincides with, the Comprehensive Examination for the M.S. degree (*vide supra*). An applicant who fails the Ph.D.-Qualifying Examination for the second time will not be allowed to continue for that degree. In the judging of this examination, a higher level of performance will be demanded for the Ph.D. than for the M.S. An applicant may elect to take this examination under both titles. The Major Examination is normally taken a year after the Qualifying Examination has been passed, after completion of all language requirements and of the bulk of the student's course work, and not more than 5 years from the beginning of doctoral work. A Committee for the Major Examination is selected by the student's Major Professor, with the approval of the Departmental Chairman and of the Dean. The candidate to this examination is presented by the Chairman to the Academic Council for approval. The examination is to be written and/or oral, at the discretion of the Committee. The examinee will be notified of the form of the examination as far in advance as possible. Passage of the Major Examination completes the requirements for the Ph.D. Comprehensive Examination. A student who passes the Major Examination becomes admitted to Candidacy for the Ph.D. Only two trials will be allowed to pass the Major Examination.

The Board of Thesis Examiners will be appointed by the Dean as soon as a student has been admitted to Candidacy. This Board may, at the discretion of the Major Professor, hold one or more Research Conferences with the candidate at a suitable time before submission of his dissertation. After final approval of the written dissertation, the Board will conduct a final oral defense of the thesis.

FINANCIAL AID

The department offers a number of teaching and research assistantships which include remission of tuition. In addition, a number of N.D.E.A. fellowships and N.S.F. and N.A.S.A. traineeships are available for well-qualified students. Inquiries should be sent directly to the Chairman.

COURSES OF INSTRUCTION

Courses numbered below 200 are open to advanced undergraduates as well as graduate students. All courses numbered 100 and above require Chemistry 31-32, 64, 81-82 (or equivalent), as prerequisites.

CH. 112—ADVANCED INORGANIC CHEMISTRY (3)

A consideration of the chemistry of the non-transitional elements in the light of current theory is the major concern of this course.

Not offered 1966-1967

Prof. O'Malley

CH. 123—ELECTROCHEMISTRY (3)

The theory of electrolysis and the galvanic cell. Faraday's Laws. Conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and overvoltage.

First Semester

Prof. de B  thune

CH. 124—CHEMICAL THERMODYNAMICS (3)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rule, phase diagram and activities. Third law and Nernst Theorem.

First Semester

To be announced

CH. 125—CHEMICAL KINETICS AND MECHANISMS (3)

Collision and transition state theory relating to chemical rate processes will be covered. Kinetics and mechanisms of reactions in homogeneous solution will be stressed.

Not offered 1966-1967

CH. 127—INTRODUCTORY QUANTUM MECHANICS (3)

A discussion of current theories of bonding based on a wave mechanical interpretation. Comparison of valence-bond and molecular orbital theories. Derivation of chemical information from wave functions.

Not offered 1966-1967

Prof. Jurinski

CH. 129—CHEMICAL SPECTROSCOPY (3)

An introduction to modern methods of spectroscopy and their utilization as a source of chemical information.

First Semester

Prof. Jurinski

CH. 143—BIOCHEMISTRY (4)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell. Three lectures and one laboratory period per week.

Prerequisites: Ch. 31-32, 64, 81-82.

First Semester

Prof. McCarthy

CH. 151—PHYSICAL ORGANIC CHEMISTRY (3)

The structure of organic molecules as determined from physical data and the effect of structure on reactions will be treated.

First Semester

Prof. Trzaska, S.J.

CH. 160—ADVANCED LABORATORY TECHNIQUES (2)

Fundamental laboratory techniques required for laboratory research.

Not offered 1966-1967

THE DEPARTMENT

CH. 165—ADVANCED ANALYTICAL CHEMISTRY (4)

This course utilizes instrumental methods of analysis, covering the principles of pH measurements, electrotitrations, polarography, spectrophotometry, and other instrumental methods that are currently applied to chemical analysis. Three lectures and one laboratory period per week for one semester.

Prerequisites: Chemistry 31-32, 64, 81-82.

Second Semester

Prof. Phipps

CH. 171-172—SPECIAL PROBLEMS IN CHEMISTRY (3, 3)

Directed research or the study of a special chemical problem.

Admission by permission only

THE DEPARTMENT

CH. 183—ADVANCED PHYSICAL CHEMISTRY (3)

Fundamental principles of physical chemistry considered at a more mature level than the usual undergraduate course.

Second Semester

Prof. de Béthune

CH. 185—PHYSICAL CHEMISTRY LABORATORY (3)

An introduction to experimental methods for obtaining physical-chemical data. Experiments are selected to illustrate basic principles of physical chemistry. Two lectures. Laboratory by arrangement.

Prerequisites: Chemistry 31-32, 64, 81-82.

First Semester

Prof. MacLean, S.J.

CH. 189—NUCLEAR AND RADIOCHEMISTRY (3)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields. Two lectures. Laboratory by arrangement.

Prerequisites: Chemistry 31-32, 64, 81-82.

First Semester

Prof. Russell

CH. 192—PRINCIPLES OF INORGANIC CHEMISTRY (3)

This course applies the theoretical principles of physical chemistry to inorganic compounds. The nature of bonding in covalent, ionic and coordination compounds is discussed. Structural aspects of the subject are emphasized in the light of recent advances.

First Semester

Prof. O'Malley

CH. 213—CHEMISTRY OF COORDINATION COMPOUNDS (3)

A discussion of recent developments in coordination chemistry including such topics as isomerism, introduction to ligand-field theory, spectra, the Jahn-Teller effect, the chelate effect and determination of stability constants.

Not offered 1966-1967

Prof. Bogucki

CH. 214—CHEMISTRY OF THE LESS COMMON ELEMENTS (3)

Applications of chemical reactions to analysis with emphasis on modern separation techniques.

Not offered 1966-1967

CH. 226—STATISTICAL THERMODYNAMICS (3)

Thermodynamics functions from statistical consideration. Partition functions, entropy, quantum statistics and thermodynamics properties of various molecular ensembles.

Second Semester

To be announced

CH. 228—THE CHEMISTRY OF FLAMES AND SHOCK WAVES (3)

A survey of the chemical and physical nature of flames and their uses. The theory of flame propagation and experimental techniques for studying flames. The theory of shock waves and their applications to the study of fast reaction kinetics.

Second Semester

Prof. MacLean, S.J.

CH. 251—ADVANCED PHYSICAL ORGANIC CHEMISTRY (3)

Topics of current interest in the area of physical organic chemistry will be discussed. Kinetics, mechanisms, structure-reactivity relationships, and physical methods relating to organic systems will be stressed.

Prerequisite: Ch. 151.

Second Semester

Prof. Bennett

CH. 253—CHEMISTRY OF FLUORINE COMPOUNDS (3)

A general survey of the development of the chemistry of fluorine. Recent advances in the chemistry of organic fluorine compounds is stressed.

Not offered 1966-1967

Prof. Bornstein

CH. 255—TOPICS IN ADVANCED ORGANIC CHEMISTRY (3)

Selected topics of current interest in research fields of organic chemistry will be discussed.

First Semester

To be announced

CH. 257—ADVANCED ORGANIC SYNTHESIS: LECTURE (3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

First Semester

Prof. Bornstein

CH. 258—ADVANCED ORGANIC SYNTHESIS: LABORATORY (2)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. Two laboratory periods per week.

Prerequisite: Ch. 257.

Second Semester

Prof. Bornstein

CH. 259—TOPICS IN ADVANCED ORGANIC CHEMISTRY II (3)

Selected topics of current interest in structural determinations will be discussed.

Second Semester

Prof. Vogel

CH. 301—THESIS SEMINAR (3, 3)

A laboratory research problem will be assigned requiring a thorough literature research, followed by directed work of an original character in the laboratory. There is a laboratory fee of \$10 per semester hour.

By arrangement

THE DEPARTMENT

CH. 305—THESIS DIRECTION (2 points)

A two-point non-credit course. There is a laboratory fee of \$10 per semester hour.

By arrangement

THE DEPARTMENT

CH. 310-311—DEPARTMENT SEMINAR I, II (1, 1)

Discussion of current research topics. One hour per week. Prescribed for chemistry majors. Credit granted only where both semesters are attended.

Both Semesters

THE DEPARTMENT

CLASSICAL LANGUAGES (CL)

Professors: JOSEPH P. MAGUIRE, REV. LEO P. McCAULEY, S.J.*

Assistant Professors: EUGENE W. BUSHALA, REV. ROBERT F. HEALEY, S.J. (*Chairman*), ROBERT F. RENEGHAN

* *On leave of absence 1966-1967.*

COURSES OF INSTRUCTION

CL. 101-102—GREEK LITERATURE IN TRANSLATION I, II (3, 3)

A survey in English translation of the masterpieces of Greek literature from Homer to the Hellenistic Age.

M., W., F., 12:00 - 12:50 (*both sems.*) *Prof. Bushala*

CL. 107—GREEK AND ROMAN MYTHOLOGY (3)

A survey of the myths of the Greeks and Romans, and consideration of their relation to European history, art, and literature. The readings and assignments of the course will, so far as possible, be related to the individual student's field of concentration.

T., Th., 1:30 - 2:45 (*1st sem.*) *THE DEPARTMENT*

CL. 108—GREEK AND ROMAN EPIC (3)

A reading of *Iliad*, *Odyssey* and *Aeneid* in translation, with a discussion of epic technique, plot construction and literary significance.

T., Th., 1:30 - 2:45 (*2nd sem.*) *THE DEPARTMENT*

CL. 109-110—ROMAN HISTORY I, II (3, 3)

A survey of Roman History from earliest times to Constantine.

M., W., F., 3:00 - 3:50 (*both sems.*) *Prof. Healey, S.J.*

CL. 139-140—THE PRE-SOCRATICS I, II (3, 3)

A study of the origin and development of Greek philosophy, and its relations with myth and literature.

M., W., F., 3:00 - 3:50 (*both sems.*) *Prof. Maguire*

CL. 141-142—DIALOGUES OF PLATO I, II (3, 3)

A study of selected, major dialogues, in translation, from the various periods of Plato's life and thought development. Special provision will be made for those who wish to read the Greek text.

M., W., F., 11:00 - 11:50 (*both sems.*) *Prof. Maguire*

CL. 143-144—SPEECHES AND SYMPOSIUMS I, II (3, 3)

A reading of significant works of Lysias, Isocrates, Xenophon and Plato, with major stress upon the philosophical, literary, political and social world of Fourth Century Athens.

T., Th., 12:00 - 1:15 (*both sems.*) *Prof. Bushala*

- CL. 151-152—SOPHOCLES I, II (3, 3)
 Reading of the complete text.
 M., W., F., 1:00 - 1:50 (*both sems.*) THE DEPARTMENT
- CL. 159-160—HOMER I, II (3, 3)
 Reading of *Iliad*, *Odyssey*, *Hymns*.
By arrangement THE DEPARTMENT
- CL. 177-178—LUCRETIOUS I, II (3, 3)
 A study of the entire text of *De Rerum Natura*, together with a discussion of its philosophical and literary content.
 T., Th., 1:30 - 2:45 (*both sems.*) Prof. Renehan
- CL. 185-186—LATE ROMAN AUTHORS I, II (3, 3)
 A study of the text of Petronius, Juvenal, Persius, Martial and Apuleius, with emphasis on the literary, historical and cultural background.
 T., Th., 3:00 - 4:15 (*both sems.*) Prof. Healey, S.J.
- CL. 187-188—CATULLUS AND THE ELEGIAC POETS I, II (3, 3)
 Intensive study and literary evaluation of selections from Catullus, Tibullus, Propertius, and Ovid, in a background of the origin, nature, and development of elegiac poetry.
 M., W., F., 1:00 - 1:50 (*both sems.*) THE DEPARTMENT
- CL. 189-190—CHRISTIAN LATIN LITERATURE I, II (3, 3)
 A survey of Christian Latin literature, with intensive reading and study of selections from the time of Tertullian and Minucius Felix to the age of St. Augustine, in prose; and from St. Hilary and St. Ambrose up to the Council of Trent, in poetry.
 T., Th., 12:00 - 1:15 (*both sems.*) THE DEPARTMENT
- CL. 209-210—THUCYDIDES I, II (3, 3)
 A study and translation of the text of *The Peloponnesian War*.
 T., 4:30 - 6:15 (*both sems.*) Prof. Maguire
- CL. 251-252—CICERO: PHILOSOPHICAL WORKS I, II (3, 3)
 A study of major representative dialogues of Cicero's philosophical thought, including *De Natura Deorum* and *The Tusculan Disputations*.
 W., 4:30 - 6:15 (*both sems.*) Prof. Renehan
- CL. 253-254—HORACE I, II (3, 3)
 A comprehensive study of Horace, with selected readings from his works.
 F., 4:30 - 6:15 (*both sems.*) Prof. Bushala
- CL. 301—THESIS SEMINAR (3, 3)
By arrangement THE DEPARTMENT
- CL. 305—THESIS DIRECTION (2 points)
 A two-point non-credit course.
By arrangement THE DEPARTMENT

ECONOMICS (Ec)

Professors: ALICE E. BOURNEUF, DONALD J. WHITE*

Associate Professors: VLADIMIR N. BANDERA*, WILLIAM HUGHES, EDWARD J. KANE, REV. ROBERT J. McEWEN, S.J. (*Chairman*), LEON SMOLINSKI

Assistant Professors: DAVID BELSLEY, REV. ROBERT J. CHENEY, S.J. ANN F. FRIEDLAENDER, DAVID J. LOSCHKY, H. MICHAEL MANN, KANTA MARWAH, FRANCIS M. McLAUGHLIN, HAROLD A. PETERSEN, CHARLES J. SCULLY, DONALD R. SHERK, C. GLYN, WILLIAMS

Visiting Professor: ARNOLD M. SOLOWAY

Lecturer: ADOLF VANDENDORPE

* On Leave of Absence 1966-1967.

All applicants for admission, assistantships, and teaching fellowships, except foreign students, must take the Graduate Record Examination—both the Aptitude Test and the Advanced Test in Economics—and have the scores sent to the office of the Graduate School of Arts and Sciences.

The department offers courses leading to the Master of Arts and the Doctor of Philosophy degrees.

M.A. DEGREE REQUIREMENTS

The requirements for the M.A. degree include 30 hours of course and/or thesis credits. A student has the option of taking 24 course credits and writing a 6 credit thesis or taking 30 course credits. In addition to the 30 credits, a reading exam in French or German and a comprehensive exam in graduate course work is required. A course in Mathematics for Economists may be substituted for the language requirement. The following courses are required of all M.A. candidates: Ec. 207a, Ec. 208a, and Ec. 221. The departmental comprehensive examination is oral; the student is required to present 3 fields of which one must be Theory and the other either Statistics or Economic History. The student can normally complete the requirements for the M.A. in one calendar year.

Ph.D. DEGREE REQUIREMENTS

The requirements for the Ph.D. include a minimum of 48 credits in economics, six course credits in Mathematics for Economists, a reading examination in French or German, one year of residence as a full time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

A doctoral candidate must offer five fields. A minimum of 6 course credits is required in each field offered. Of the 5 fields offered one

field must be Economic Theory; the 4 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Economic History, Money and Banking, Fiscal Economics, Industrial Organization, Consumer Economics, Labor, International Trade and Finance, Soviet Economics and Comparative Systems, and Economic Development. The 6 course credits in Mathematics for Economists and the 6 course credits in Statistics are required but are not considered as fields. The doctoral candidate will be examined in a comprehensive examination on 4 fields, one of which must be Economic Theory. The fifth field may be written off on the basis of satisfactory course work.

A doctoral candidate is required to write a dissertation and to pass an oral examination on the dissertation and the field in which the dissertation is written.

Doctoral candidates are normally required to take Ec. 207a, Ec. 207b, Ec. 208a, Ec. 208b, and either Ec. 231 or Ec. 232.

THEORY

Ec. 207a—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Analysis of consumer behavior; the theory of production; equilibrium of the firm and the industry; market structures; the pricing of factors of production.

W., 7:00 - 8:45 (1st sem.)

Prof. Hughes

Ec. 207b—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Advanced analysis of the allocation of resources in a market economy; general equilibrium analysis; and introduction to welfare economics.

T., 7:00-8:45 (2nd sem.)

Prof. Belsley

Ec. 208a—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Analysis of the classical and Keynesian aggregative systems; post-Keynesian developments in the analysis of the consumption, investment, and liquidity preference functions.

Sat., 10:00 - 11:45 (1st sem.)

Prof. Bourneuf

Ec. 208b—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Introduction to macro-dynamics; selected post-Keynesian cycle and growth models.

Th., 7:00 - 8:45 (2nd sem.)

Prof. Vandendorpe

ADVANCED THEORY

Ec. 209—ECONOMIC THEORY—ADVANCED MICRO-ECONOMICS (3)

Advanced seminar open only to students who have taken Ec. 207a and Ec. 207b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of micro-economics.

W., 7:00 - 8:45 (1st sem.)

Prof. Marwah

EC. 210—ECONOMIC THEORY—ADVANCED MACRO-ECONOMICS (3)

Advanced seminar open only to students who have taken Ec. 208a and Ec. 208b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of macro-economics.

W., 7:00 - 8:45 (2nd sem.)

Prof. Marwah

EC. 234—HISTORY OF ECONOMIC ANALYSIS (3)

Analysis of the trend of economic thought from 1776 to Keynes. Emphasis will be put on the development of theoretical concepts and analytical methods.

F., 4:00 - 5:45 (2nd sem.)

Prof. Smolinski

EC. 280—CAPITAL AND RATES OF RETURN (3)

Valuation of assets, rates of return, cost of capital, investment at the level of the firm, allocation of capital among plant and equipment, research, and human capital.

By arrangement (2nd sem.)

Prof. Petersen

MATHEMATICS FOR ECONOMISTS**EC. 223a—MATHEMATICS FOR ECONOMISTS (3)**

Introduction to mathematical methods useful in economics; functions, limits, derivatives, integrals, functions of several variables, partial derivatives, maxima and minima, homogeneous functions, implicit and inverse function theorem.

T., Th., 4:30 - 5:30 (1st sem.)

Prof. Vandendorpe

EC. 223b—MATHEMATICS FOR ECONOMISTS (3)

Introduction to vector analysis and matrix algebra; differential and difference equations; systems of linear differential and difference equations, characteristic roots, properties of nonnegative square matrices.

T., Th., 4:30 - 5:30 (2nd sem.)

Prof. Vandendorpe

STATISTICS**EC. 221—STATISTICAL INFERENCE (3)**

Operations on sets, probability, distribution and density functions, sampling distributions, estimation of parameters, tests of hypotheses.

Th., 7:00 - 8:45 (1st sem.)

Prof. Scully

F., 4:00 - 5:45 (1st sem.)

Prof. Petersen

EC. 222—ADVANCED STATISTICS (3)

Analysis of variance, bivariate and multivariate distributions, correlation, regression, time series analysis, index numbers, sampling, Bayesian statistics, subjective probability and decision-making under uncertainty.

Th., 7:00 - 8:45 (2nd sem.)

Prof. Scully

F., 4:00 - 5:45 (2nd sem.)

Prof. Petersen

ECONOMETRICS

Ec. 225—ECONOMETRICS (3)

Introduction to the basic theory of econometrics: discussion of the traditional linear normal regression model and its extensions. Auto-correlation, errors in variables and other single equation problems. Simultaneous equations systems.

Prerequisite: Ec. 221-222.

W., 7:00 - 8:45 (1st sem.)

Prof. Belsley

Ec. 226—SEMINAR IN ECONOMETRICS (3)

Continuation of the material of 225. Application of econometric model building in various fields of applied economics. Presentation and discussion of papers.

Prerequisite: Ec. 221, Ec. 222, and Ec. 225.

W., 7:00 - 8:45 (2nd sem.)

Prof. Belsley

Prof. Vandendorpe

ECONOMIC HISTORY

Ec. 231—ECONOMIC HISTORY I (3)

The history of England and Russia will be employed in the construction of an explanation of technological change and economic growth. Several current hypotheses will provide the base from which the explanation will be developed.

T., 7:00 - 8:45 (1st sem.)

Prof. Loschky

Ec. 232—ECONOMIC HISTORY II (3)

Various aspects of American Economic History will be elucidated through the use of economic theory. Conversely, a variety of historical materials will be used to suggest desirable alterations in certain economic models.

T., 7:00 - 8:45 (2nd sem.)

Prof. Loschky

MONEY AND BANKING

Ec. 261a—MONEY AND BANKING (3)

The process of money creation and money flows; an analysis of the monetary and banking system, money and capital markets and the role of financial intermediaries.

T., 4:00 - 5:45 (1st sem.)

Prof. Kane

Ec. 261b—MONETARY POLICY (3)

Analysis of monetary policy instruments and their effectiveness; the competing objectives of monetary policy; relation to fiscal policy and debt management.

T., 4:00 - 5:45 (2nd sem.)

Prof. Kane

Ec. 261c—SEMINAR IN MONETARY PROBLEMS (3)

Empirical research on supply and demand functions for money; the term structure of interest rates: theory, evidence, and policy implications; money in general equilibrium; current controversies in monetary policy.

Th., 4:00 - 5:45 (2nd sem.)

Prof. Kane

FISCAL ECONOMICS

EC. 262—PUBLIC FINANCE (3)

Historical changes in the pattern of government activities, neutral and optimal budgets. A study of different taxes, their incidence, economic effects and problems of administration. Principles of taxation, and the use of the commercial principle of financing government services. Government expenditures and budgetary processes.

F., 4:00 - 5:45 (1st sem.)

Prof. Friedlaender

EC. 263—FISCAL POLICY (3)

Intergovernmental fiscal relations, public borrowing and problems of debt management. Relation between fiscal and monetary policies. Fiscal policies during inflation and during depression, and policies to maximize economic growth.

F., 4:00 - 5:45 (2nd sem.)

Prof. Friedlaender

INDUSTRIAL ORGANIZATION

EC. 253—INDUSTRIAL ORGANIZATION I (3)

Presentation of a theoretical framework for the analysis and evaluation of the performance (emphasis on price and output) of real world markets. An examination of a group of American industries to illustrate the usefulness and the limitations associated with the translation of the theory to the real world.

Prerequisite: Price Theory or permission of professor.

W., 4:00 - 5:45 (1st sem.)

Prof. Mann

EC. 254—INDUSTRIAL ORGANIZATION II (3)

An analysis of some dynamic aspects of performance, with reference to the theoretical framework presented first semester. An examination of antitrust and public utility regulation as public policies designed to promote better market performance.

Prerequisite: Price Theory or permission of professor.

W., 4:00 - 5:45 (2nd sem.)

Prof. Mann

EC. 258—SEMINAR IN THE REGULATED INDUSTRIES (3)

Analysis of industry structure and performance for markets in which public policy has emphasized direct regulation and public ownership rather than the promotion of competition. General analysis supplemented by case studies.

Th., 7:00 - 8:45 (2nd sem.)

Prof. Hughes

CONSUMER ECONOMICS

EC. 241—CONSUMER ECONOMICS (3)

The consumer in economic theory; industry price and distribution policies affecting consumer welfare; advertising and consumer information problems; the social responsibility of business; consumer product testing and standards; consumer organizations in the U.S. and Europe.

W., 7:00 - 8:45 (1st sem.)

Prof. McEwen, S.J.

EC. 242—GOVERNMENT AND THE CONSUMER (3)

The role of national and local government in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit and to enforce health and safety standards.

W., 7:00 - 8:45 (2nd sem.)

Prof. McEwen, S.J.

LABOR

EC. 281—LABOR ECONOMICS AND LABOR RELATIONS (3)

An introductory analysis of the institutions concerned with utilization of human resources; the growth, organization and objectives of management and trade unions; selected issues and problems involved in the process of collective bargaining.

T., 7:00 - 8:45 (1st sem.)

Prof. Williams

EC. 282—PROBLEMS IN LABOR ECONOMICS (3)

A theoretical and empirical analysis of the economic forces affecting the labor market and their relevance to the process of determination of money wages, real wages and the level and structure of employment.

T., 7:00 - 8:45 (2nd sem.)

Prof. Williams

EC. 283—LABOR AND PUBLIC POLICY (3)

The evolution of the public policy framework for collective bargaining; selected problems in the regulation of union-management relations; critical analysis of private and governmental arrangements in the field of worker security.

Prerequisite: Ec. 281 or equivalent.

Not offered 1966-1967

INTERNATIONAL TRADE AND FINANCE

EC. 271—THEORY OF INTERNATIONAL TRADE (3)

Partial and general equilibrium theories of international trade; gains from trade, internal and external balance in an open economy; disturbance and adjustment of balance of payments. Analysis of international economic policies such as protectionism and regional trade arrangements.

Prerequisite: Undergraduate International Trade Course.

Th., 7:00 - 8:45 (1st sem.)

Prof. Sherk

EC. 272—INTERNATIONAL FINANCE (3)

International payment systems and international equilibrium; money markets and capital markets; capital movements and the theory of transfer. Analysis of international financial policies and regional trade arrangements.

Prerequisite: Undergraduate International Trade Course.

Th., 7:00 - 8:45 (2nd sem.)

Prof. Sherk

COMPARATIVE SYSTEMS AND SOVIET ECONOMICS

EC. 297—SOVIET ECONOMIC SYSTEM (3)

The rate of growth and changes in the structure of the Soviet

economy under the five-year plans; planning principles and institutions; the role of financial controls and incentives; foreign economic relations.

T., 4:00 - 5:45 (2nd sem.)

Prof. Smolinski

EC. 298—COMPARATIVE ECONOMIC SYSTEMS (3)

An analysis of the ways in which nations organize economic activity, the role of monetary and financial institutions, the organization of industry, agriculture and trade, the allocation of resources to alternative goals, and the basic issue of consumer sovereignty versus economic planning.

F., 4:00 - 5:45 (1st sem.)

Prof. Smolinski

ECONOMIC DEVELOPMENT

EC. 273—ECONOMIC DEVELOPMENT (3)

A consideration of the various theories offered as explanation of the origin and persistence of economic growth in developed countries, and an application of these theories to those countries now striving to achieve a continuing rise in per capita income.

Th., 4:00 - 5:45 (1st sem.)

Prof. McLaughlin

EC. 374—LABOR IN ECONOMIC DEVELOPMENT (3)

An analysis of the role of manpower in economic development. Economic, political, and social development will be considered from the perspective of the education, training, and energizing of human resources.

Th., 4:00 - 5:45 (2nd sem.)

Prof. McLaughlin

EC. 373—ECONOMIC DEVELOPMENT SEMINAR (3)

An analysis of development policies. The rationale of economic growth, the role of government, of monetary policy, foreign trade and foreign aid. A study of investment criteria. The causes of instability. The relationship of instability to economic growth. Case studies of economic planning.

Not offered 1966-1967

RESEARCH

EC. 299—READING AND RESEARCH (3)

By arrangement

THE DEPARTMENT

EC. 301—THESIS SEMINAR (3, 3)

By arrangement

THE DEPARTMENT

EC. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

EC. 401-402—DOCTORAL SEMINAR

Required of all admitted to candidacy for the doctor's degree and open to those working on master's theses.

M., 4:00 - 5:45 (both sems.)

Prof. Kane

EDUCATION (Ed)

Professors: SISTER MARY JOSEPHINA CONCANNON, C.S.J., WILLIAM C. COTTLE, REV. CHARLES F. DONOVAN, S.J., REV. ROBERT F. DRINAN, S.J., JOHN R. EICHORN, REV. JAMES F. MOYNIHAN, S.J.***, EDWARD J. POWER, STEPHEN F. ROACH, ALEXANDER A. SCHNEIDERS

Associate Professors: KATHARINE C. COTTER, PIERRE D. LAMBERT, WILLIAM M. GRIFFIN, MARION J. JENNINGS,* VINCENT C. NUCCIO (*Chairman*), ROBERT P. O'HARA, JOHN A. SCHMITT, JOHN F. TRAVERS, JR.,* JOHN J. WALSH,* KENNETH W. WEGNER

Assistant Professors: MICHAEL H. ANELLO, J. RICHARD BATH, JOHN S. DACEY, ANTHONY P. DEROSA, CATHERINE M. DOWNEY, REV. LAURENCE A. DORR, S.J., MARY D. GRIFFIN, JOHN A. JENSEN, GEORGE F. MADAUS, RAYMOND J. MARTIN

Lecturers: REV. JOHN P. BOLES, PHILIP A. DIMATTIA, REV. GEORGE F. LAWLOR, S.J., REV. JOHN R. MCCALL, S.J.

* *On leave of absence—Fall term 1966.*

*** *On leave of absence—Spring term 1967.*

The department offers courses leading to the Master of Education degree, the Master of Arts in Teaching degree, Master of Science in Teaching degree, the Certificate of Advanced Educational Specialization, the Doctor of Education degree, and the Doctor of Philosophy degree.

DEPARTMENTAL PROGRAMS AND REQUIREMENTS

Master of Education Degree:

There are seven fields of concentration leading to this degree: elementary education (Plan A or Plan B), guidance and counseling, educational administration and supervision, reading, religious education, special education, and peripatology.

All candidates for the M.Ed. degree must take the following core courses: Ed. 260, Ed. 202 or Ed. 203, and Ed. 211 or Ed. 214, Ed. 260 must be included among the first four courses taken by the degree candidate. Ed. 209 is recommended for those who have had no course work in the history of American education. Each student is required to take an oral comprehensive examination at the conclusion of his course work.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.A.T.-M.S.T. degree programs (cf. p. 335) are designed for liberal arts graduates who wish to prepare for teaching secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are defined below under the Secondary Education section.

Certificate of Advanced Educational Specialization:

The Graduate Department of Education makes provisions for a Certificate of Advanced Educational Specialization for students who complete a directed program of courses and/or research amounting to a minimum of thirty semester hours beyond the master's degree. Candidates for the certificate must have three years of successful teaching experience, must pursue a program approved by the chairman of the department, and must pass a comprehensive examination covering the field of specialization. The Certificate of Advanced Educational Specialization is not awarded for a simple accumulation of course credits beyond the master's degree. Course credits are not automatically transferable to a doctor's program. Specific programs for the Certificate of Advanced Educational Specialization are designed in Educational Administration and Supervision and in Counselor Education and Counseling Psychology. Programs in other areas of study may be arranged by permission of the chairman of the department.

Doctor of Philosophy, Doctor of Education Degrees:

There are five fields of concentration at the doctoral level: history and philosophy of education, higher education, educational psychology and measurement, counselor education and counseling psychology, and educational administration and supervision. Each doctoral candidate must concentrate in one of these areas as his major; he may take another area as a minor. For prospective college teachers, a teaching internship, if deemed necessary by the department faculty, may be incorporated as part of the doctoral program. Further information governing the admission and advancement of doctoral students may be obtained from the chairman.

HISTORY AND PHILOSOPHY OF EDUCATION

The doctoral program in history and philosophy of education is designed especially for students preparing for college teaching careers in education. Programs may be arranged for concentration in history or philosophy of education, or they may be balanced with approximately equal credit hours from history and philosophy. Normally the doctoral dissertation will designate the area of concentration: history or philosophy.

The total post-master's degree credit-hour requirement is 45-48 hours of which a minimum of 30 credit hours must be taken in history or philosophy of education courses or courses from other graduate departments approved by the doctoral committee.

The following courses are required in the history and philosophy of education sequence:

- Ed. 202 Modern Educational Thought
- Ed. 203 Philosophy of Education
- Ed. 302 History of Ancient and Medieval Education
- Ed. 303 History of Modern Education
- Ed. 209 History of American Education
- Ed. 402 Seminar in the Philosophy of Education
- Ed. 403 Seminar in the History of Education

The following courses are recommended:

- Ed. 208 Sociology of Education
- Ed. 232 American Secondary Education
- Ed. 352 Church-State Problems in American Education
- Ed. 370 History and Theory of Higher Education
- Ed. 304 Educational Classics
- Ed. 205 History of Catholic Education in the United States
- Ed. 305 Comparative Education
- Ed. 306 Philosophy of American Education
- Ed. 307 Contemporary Issues in Educational Theory

Courses in history and philosophy of education are open to graduate students below the doctoral level as well as to doctoral students in other fields of education, usually without prerequisites. These courses propose to offer a theoretical foundation and a liberalizing orientation to the graduate program in education.

EDUCATIONAL PSYCHOLOGY

The doctoral program in educational psychology is designed to prepare candidates for teaching and research positions in higher education, and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures. The goals of the courses offered in this area are (1) to develop the student's mastery of the basic concepts and findings pertinent to the learning process and (2) to develop skill in the major techniques of investigation necessary for research into the problems of this field. The offerings in the field of educational psychology and measurement consist of (a) a series of core courses, (b) related courses to be selected in terms of the student's major needs and interests, and (c) individual and group research activities with members of the staff. Offerings of the Department of Psychology will normally be included in the student's program. (See also pp. 382-383.)

Core courses:

- Ed. 211 Educational Psychology
- Ed. 312 Abnormal Psychology
- Ed. 214 Modern Psychology and Education
- Ed. 215 Psychology of Adolescence
- Ed. 216 Child Psychology
- Ed. 313 Social Psychology
- Ed. 360 Educational Statistics I
- Ed. 361 Educational Statistics II
- Ed. 262 Educational Tests and Measurements
- Ed. 264 Individual Intelligence Testing
- Ed. 265 Group Psychological Tests

Related courses:

- Ed. 240 Principles and Techniques of Guidance
- Ed. 217 Principles of Mental Health and Mental Hygiene
- Ed. 384 Research in Mental Retardation

- Ed. 288 Dynamics and Education of Emotionally Disturbed Children
- Ed. 362 Research Design
- Ed. 343 Case Studies, Diagnoses, and Interviewing
- Ed. 344 Dynamic Psychology of Individual Behavior
- Ed. 345 Trait-Factor-Self Theory
- Ed. 365 Personality and Interest Inventories: Theory and Practice
- Ps. 204 Theories of Learning
- Ps. 205 Differential Psychology
- Ps. 206 Psychology of Perception
- Ps. 207 Psychodiagnosis I
- Ps. 208 Psychodiagnosis II
- Ps. 212 Experimental Design
- Ps. 219 Psychodynamic Theories of Personality

Research and Seminar Experience

- Ed. 410 Projects in Educational Psychology
- Ed. 412 Seminar in Psychology of Learning
- Ed. 460 Projects in Measurement and Evaluation
- Ed. 462 Seminar in Educational Measurement

ELEMENTARY EDUCATION

Plan A—Teacher Preparation Program for liberal arts graduates. This program is offered for full-time candidates for the M.Ed. degree in Elementary Education. Students will be required to begin the thirty-three credit program in the Summer Session.

Summer Session

- Ed. 260 Research Methods in Education
- Ed. 211 Educational Psychology

Fall Semester

- Ed. 221 Seminar in Elementary Methods
- Ed. 223 Frontiers of Elementary Education
- Ed. 224 Developmental Reading Instruction
- Ed. 262 Educational Tests and Measurements

Spring Semester

- Ed. 203 Philosophy of Education
- Ed. 216 Child Psychology
- Ed. 220 Student Teaching (10 weeks)
- Ed. 221 Seminar in Elementary Methods

Plan B—For experienced elementary school teachers who are candidates for the M.Ed. degree in Elementary Education (Thirty credit program)

Education Core—Required (9 credits)

1. Ed. 260 Research Methods in Education
2. Ed. 202 Modern Educational Thought

or

- Ed. 203 Philosophy of Education

3. One of the following:

- Ed. 211 Educational Psychology
- Ed. 214 Modern Psychology and Education
- Ed. 216 Child Psychology

Professional Core—Required (12 credits)

- Ed. 223 Frontiers of Elementary Education
- Ed. 328 Seminar in Elementary Education
- Two of the following:
 - Ed. 222 Children's Literature
 - Ed. 226 Language Arts in Elementary School
 - Ed. 227 Social Sciences in the Elementary School
 - Ed. 228 Math in the Elementary School
 - Ed. 229 Science in the Elementary School
 - Ed. 224 Developmental Reading Instruction

Electives—(9 credits)

Electives may be selected from courses not taken in the professional core or from courses in reading, educational psychology, or guidance related to the field of elementary education.

READING SPECIALIST

The Department of Education offers a sequence of courses, thirty semester hours, leading to certification as a Reading Specialist, according to the criteria recommended by the International Reading Association Committee on Standards.

It is possible to earn a Master's degree and a Specialist Certificate simultaneously. For students who have received a Master's degree, a Certificate may be secured by completing the courses required in the sequence as: an unclassified student accepted by the Graduate School, a candidate for the Certificate of Advanced Specialization or a doctoral candidate.

Required courses:

- Ed. 260 Research Methods in Education
 - Ed. 202 Modern Educational Thought
 - or*
 - Ed. 203 Philosophy of Education
 - Ed. 211 Educational Psychology
 - or*
 - Ed. 214 Modern Psychology and Education
 - Ed. 225 Diagnostic and Remedial Techniques in Reading
 - Ed. 264 Individual Intelligence Testing
 - Ed. 262 Educational Tests and Measurements
 - or*
 - Ed. 360 Educational Statistics I
 - Ed. 326 Laboratory-Practicum in Remedial Reading—6 semester hours
- (Experience and consent of Dr. Jennings required)

An Elective

Electives approved are: Ed. 213, Ed. 215, Ed. 216, Ed. 217, Ed. 218, Ed. 237, Ed. 242, Ed. 243, Ed. 244, Ed. 245, Ed. 246, Ed. 259, Ed. 285, Ed. 287, and Ed. 288.

Order of Taking Courses

Students in the Master's Program earning a Reading Certificate must take Ed. 260 as one of the first four courses. Ed. 262 before Ed. 264 is recommended.

Of the three reading courses, Ed. 224 should be taken first, followed by Ed. 225. When these two courses are completed and a student has a minimum of three years of teaching experience involving the teaching of reading, he (she) is eligible to take Ed. 326. The sequence is planned so that Ed. 326 is the last course to be taken in the program; it is the only course requiring approval of the instructor.

Since specific guidelines are given for the courses above, it is not necessary to write to the Director for assistance. Courses not mentioned and the elective may be taken at the convenience of the student.

Address Inquiries to: Dr. Marion J. Jennings, Director
Reading Specialist Program

SECONDARY EDUCATION

Three programs are designed for prospective or experienced secondary school teachers. All programs lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plan A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching. The three plans are defined as follows:

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. Under this arrangement an intern teacher teaches half-time in a nearby school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half-salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program conducted in cooperation with the Wellesley Public School Academic Summer Program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis and are the responsibility of the department involved.

The Program in Brief (a typical student's program)

Summer Pre-Internship Program		6 weeks
Ed. 230	Student Teaching in the Secondary School	3 credits
Ed. 231	Methods and Materials of Teaching	3 credits
Ed. 211	Educational Psychology	3 credits

First Semester

Ed. 232	Internship in Teaching	3 credits
Ed. 260	Research Methods in Education	3 credits
	Course in Teaching Field	3 credits

Second Semester

Ed. 232	Internship in Teaching	3 credits
Ed. 203	Philosophy of Education	3 credits
	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

Summer

	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

Total Program 36 credits

Plan B: This plan provides a program which combines graduate study with a period of apprenticeship without pay. A candidate may begin under this plan either in the summer or first semester. Graduate courses to comprise the degree program are determined on an individual basis and are the responsibility of the department involved.

*The Program in Brief (a typical student's program)**Summer Session*

Ed. 260	Research Methods in Education	3 credits
Ed. 211	Educational Psychology	3 credits

First Semester

Ed. 203	Philosophy of Education	3 credits
Ed. 233	Methods and Materials of Teaching	3 credits
	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

Second Semester

Ed. 234	Observation and Student Teaching	6 credits
	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

Summer Session

	Elective in Education	3 credits
	Course in Teaching Field	3 credits

Total Program 36 credits

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to

comprise the degree program are determined on an individual basis and are the responsibility of the department involved.

Students must complete a minimum of 15 credit hours in pedagogy and 15 credit hours in the teaching field.

COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association. The program of counselor education includes a 36-hour master's degree in guidance and counseling and an additional 30-hour certificate of advanced educational study which continues and completes the professional preparation of most guidance and personnel workers. Those wishing to become counseling psychologists may secure a Doctor of Education or a Doctor of Philosophy degree.

The Master of Education degree contains a common core of education courses, a common core of guidance courses and then permits the candidate to select a series of recommended courses of professional preparation for either elementary school guidance or guidance at the secondary school and college level. Each of the professional courses in guidance and counseling is accompanied by pre-practicum laboratory experiences.

Persons wishing certification as elementary school counselors should take Ed. 249 or Ed. 248. Those wishing certification as school psychologists in Massachusetts should complete the master's degree in elementary guidance and Ed. 312, Ed. 264 and Ed. 287. Those intending to work as counselors in non-school settings can substitute some graduate courses in sociology or economics with permission of that department.

Certificate candidates and doctoral candidates who have completed a master's degree in an area other than counseling and guidance must take as prerequisites an additional 12-15 graduate semester hours in the guidance core, and electives from appropriate courses at the master's level. Those who have completed a master's degree in guidance and counseling at Boston College, or its equivalent at another university, should select courses from the advanced graduate courses listed below. These ordinarily consist of 30 hours for the C.A.E.S. and a minimum of 48 hours plus a dissertation for the doctorate. However, all doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology and ordinarily would include a minor in evaluation or general or clinical psychology. Other minors are possible according to the unique needs of a given candidate, and can be worked out in conference with the candidate's advisor and doctoral committee.

The C.A.E.S. program is designed to complete the professional preparation counselors need beyond the master's degree. A high level of performance for the C.A.E.S. would permit the candidate to be considered

for a doctoral program, but doctoral candidates may *not* elect to substitute the C.A.E.S.

All courses in the guidance and counseling sequence are taught by psychologists who are members of the American Psychological Association and the American Personnel and Guidance Association. Candidates should plan courses to qualify for membership in these professional associations.

Master's programs in guidance and counseling: In the programs presented below the recommended courses are listed in order of presentation. Optional courses ordinarily will not be taken unless the course listed first has been completed.

Education Core—(9 hours)

- Ed. 203 Philosophy of Education *or* Ed. 202—Modern Educational Thought
- Ed. 260 Research Methods in Education *or* Ed. 360—Educational Statistics I
- Ed. 211 Educational Psychology *or* Ed. 214—Modern Psychology and Education

Guidance Core—(9 hours)

- Ed. 240 Principles and Techniques of Guidance
- Ed. 241 Organization and Administration of Guidance and Personnel Services
- Ed. 265 Group Psychological Tests

Elective Programs—(18 hours)

Elementary School Guidance

- Ed. 216 Child Psychology
- Ed. 225 Diagnostic and Remedial Techniques in Reading *or* Ed. 242—Identification and Prevention in Elementary School Guidance
- Ed. 243 Counseling and Group Processes in Elementary Schools
- Ed. 245 Clinical Child Guidance *or* Ed. 280—Psychology and Education of Exceptional Children

One of the following:

- Ed. 244 Introduction to Play Therapy
- Ed. 249 The Roots of Careers: The Elementary School
- Ed. 264 Individual Intelligence Testing
- Ed. 343 Case Studies, Diagnosis and Interviewing
- Ed. 347 Practicum in Child Guidance

Secondary and College

- Ed. 215 Adolescent Psychology *or* Ed. 313—Social Psychology
- Ed. 246 The Counseling Process
- Ed. 217 Principles of Mental Health and Mental Hygiene *or* Ed. 312—Abnormal Psychology
- Ed. 248 Vocational Information and Placement

One of the following:

- Ed. 343 Case Studies, Diagnosis and Interviewing

- Ed. 264 Individual Intelligence Testing
Ed. 344 Dynamic Psychology of Individual Behavior
and
Ed. 346 Beginning Counseling Practicum

Advanced Graduate Courses in Counseling Psychology:

The candidate elects any appropriate courses approved by his advisors. In the case of Advanced Counseling Practicum the total hours should be those necessary for the candidate to be prepared for the Supervised Internship in Counseling Psychology.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Boston College offers graduate programs for the preparation of qualified candidates for (and the in-service training of present occupants of) all the major administrative and supervisory posts in education, viz: the elementary and secondary school principalships, the school superintendency, and supervisory and other central office staff personnel, including business managers for school systems. There are also programs for those planning careers in college and university administration.

Applicants for admission to all graduate programs in administration and supervision must meet all of the university's general requirements for admission to the appropriate level of study as described in this bulletin. In addition, they must comply with the following *additional* requirements: Be a certified or certifiable teacher with successful teaching experience (at least three years' experience is required for certificate and doctoral candidates); be recommended for a career in school administration by a currently-practicing school administrator or, at university discretion, be approved by a member of the Boston College Advisory Board on Administrative Programs and Admissions; and receive the approval of the appropriate Department of Education admissions committee.

The Boston College Advisory Board on Administrative Programs and Admissions is made up of practicing educational administrators from the six New England states.

The programs in educational administration and supervision include a 30-hour (minimum) master's degree, an additional 30-hour (minimum) Certificate of Advanced Educational Specialization, and the Doctor of Education or Doctor of Philosophy degree.

Each program is made up of a core of required courses plus electives. All electives must have the prior approval of the student's program advisor. Electives may be chosen in the student's area of specialization; in related educational areas; in the supporting disciplines of sociology, psychology, business administration, law, economics, and political science; or in areas where the student's background is deemed deficient. In certain instances, the waiver of (and/or substitution for) a specific "required course" may be permitted.

Master's Degree

Master's degree programs are designed primarily for the preparation, or in-service training, of elementary and secondary school principals, and staff supervisory personnel. There is a strong emphasis on supervision, personnel management, and the legal aspects of school operations. Master's programs may be completed in one year and a summer by the full-time student, or by part-time attendance at regular or summer sessions.

The following courses are required in the master's program:

- Ed. 251 Introduction to Educational Administration
- Ed. 252 Personnel Administration
- Ed. 256 Legal Aspects of Educational Administration I
- Ed. 259 Supervision
- Ed. 260 Research Methods in Education

or

- Ed. 203 Philosophy of Education
- Ed. 211 Educational Psychology

or

- Ed. 214 Modern Psychology and Education

Certificate of Advanced Educational Specialization

Certificate programs are designed specifically for both prospective, and currently-practicing administrators (or supervisors) with a master's degree—not necessarily in educational administration and/or supervision—who do not presently contemplate securing a doctoral degree, but who see the value of pursuing a unified, sequential program of advanced graduate work in order to improve their present skills and competencies.

Each program will be planned around a core of required courses in the area of general administration, and in the field of specialization chosen. There is also provision for elective course work in related educational fields, and in such supporting disciplines as business administration, economics, government, law, psychology, and the social sciences. Thus the certificate program provides a measure of flexibility which permits the needs of the individual student to be considered and met. The total program must be approved by the department chairman.

Effective September 1, 1965, all newly-admitted students in the certificate program will be required to engage in a minimum residency of one semester. This is intended to permit such students to qualify for future membership in the American Association of School Administrators. During this semester of residency, the student will be expected to carry four three-credit courses.

Advanced standing may be granted. The adequacy of any previous preparation will be evaluated in relation to the candidate's proposed professional objectives.

At the present time, Boston College has entered into cooperative agreements with certain New England colleges whereby some students desirous of obtaining the professional certificate will be allowed transfer credit for up to 50 per cent of the course requirements for the certificate.

The certificate program is primarily a terminal program. It is not intended to serve as a second choice for those graduate students who are unsuccessful in attaining the Ph.D. or D.Ed. in school administration. Nor is it to be utilized as an avenue to the doctorate, though, in individual instances, a qualified certificate program student may be invited to apply later for admission to doctoral status in the Graduate School.

A certificate candidate's program, together with his related pre-certificate (i.e., master's degree) courses, must include the following courses, or their equivalent:

- Ed. 251 Introduction to Educational Administration
- Ed. 256 Legal Aspects of Educational Administration I
- Ed. 259 Supervision
- Ed. 351 Administrative Case-Studies
- Ed. 450 Projects in Administration and Supervision
- Ed. 260 Research Methods in Education
- Ed. 202 Modern Educational Thought
- or
- Ed. 203 Philosophy of Education
- Ed. 211 Educational Psychology
- or
- Ed. 214 Modern Psychology and Education

For more detailed descriptions of the certificate programs in administration and supervision, write to Dr. Stephen F. Roach, Coordinator of Administrator Training, for the brochure entitled "Professional Certificate in Educational Administration and Supervision."

Doctoral Degrees

Boston College offers both the Ph.D. and D.Ed. degrees.

The doctoral programs allow students to prepare for all of the administrative and supervisory positions in education including the central-office superintendency.

Effective September 1, 1965, all newly-admitted students in doctoral programs will be expected to engage in a minimum residency of one academic year. This is intended to permit such students to qualify for future membership in the American Association of School Administrators. During each semester in this year of residency, the student will be expected to carry four three-credit courses.

A doctoral candidate's program, together with his related pre-doctoral (i.e. master's and/or certificate) programs, must include the following courses or their equivalents:

- Ed. 260 Research Methods in Education
- Ed. 202 Modern Educational Thought
- or
- Ed. 203 Philosophy of Education
- Ed. 211 Educational Psychology
- or
- Ed. 214 Modern Psychology and Education

Ed. 259	Supervision
Ed. 360	Educational Statistics I
Ed. 361	Educational Statistics II
Ed. 362	Research Design
Ed. 351	Administrative Case Studies
Ed. 354	Administration of the Local School System
Ed. 356	Legal Aspects of Educational Administration II
Ed. 452	Seminar in Problems in School Administration

Internships, as deemed necessary by the department faculty, may be incorporated as part of a doctoral program. Doctoral candidates enrolled in intern programs must complete successfully an administrative field project and submit a special paper related to the field project. A comprehensive oral examination testing the candidate's knowledge of education and educational administration, his ability to apply that knowledge, as observed in his field project, and his ability to learn from a field experience, as evidenced in the content and defense of the special paper, is also required.

In addition to courses specific to the field of educational administration, students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines of business administration, economics, government, law, psychology, and sociology. Courses for each student will be suggested according to the degree being sought and the academic and professional background of the individual.

INTERN PROGRAM IN EDUCATIONAL RESEARCH

With funds provided by the U.S. Office of Education under the provisions of Title IV of the Elementary and Secondary Education Act of 1965, Boston College offers a limited number of fellowships for graduate students specializing in the area of educational research. The fellowships include full tuition, living allowance (\$2400 per year for first year graduate students, \$2600 for second year graduate students, and \$2800 for third year graduate students), allowance for dependents (\$500 per dependent), and travel and relocation expenses.

This program is designed to lead to the Ph.D. degree upon successful completion of the requirements over a three-year period by students who enter with a baccalaureate degree, and over a two-year period by students who enter with a Master's degree in Education or a closely related field. The courses, seminars, and internship included in this program emphasize the development of competence in the evaluation of educational innovations. An inter-disciplinary approach involving the resources of the Departments of Education, Psychology and Sociology, and the Institute of Human Sciences is utilized prior to and concurrently with intern experiences in local school systems and other agencies involved in curriculum experimentation and change.

Course work totalling a minimum of 78 semester hours beyond the Bachelor's degree is required of first-year graduate students in the pro-

gram; for Fellows who possess the Master's degree at the time of admission, the minimum additional preparation is 48 semester hours. For both classes of students a year-long experience as an intern in one or more educational research settings is required.

Courses taken during the first year of the program are supplemented by weekly non-credit seminars focusing on educational innovations and their impact, the dynamics of change, and relevant research. The second year program includes weekly non-credit seminars devoted to discussions, of theoretical, methodological and substantive problems encountered in the internships.

In addition to the Departmental core requirement for all M.Ed. candidates (Ed. 260, Ed. 202 or Ed. 203, and Ed. 211 or Ed. 214) the program for Title IV Fellows will include the following courses:

- Ed. 223 Frontiers of Elementary Education
- or*
- Ed. 235 Curriculum Development in Secondary Education
- Ed. 360 Educational Statistics I
- Ed. 361 Educational Statistics II
- Ed. 262 Educational Tests and Measurements
- Ed. 261 Information Processing in Education
- Ed. 362 Research Design
- Ed. 366 Experimental Design
- Ed. 363 Constructing Evaluation Instruments
- Ed. 364 Curriculum Evaluation: Theory and Practice
- Ed. 462 Seminar in Educational Measurement
- Ed. 463 Internship in Educational Research

Fellowship applications, including scores on Graduate Record Examination Aptitude Tests and the Miller Analogies Test, must be received by February 1 to be considered for the following fall semester. For application forms or further information, write to Director, Intern Program in Educational Research, Campion Hall, Boston College.

RELIGIOUS EDUCATION

Students preparing for a master's degree in Religious Education fulfill requirements from a sequence of six courses in Theology (offered only in the Summer Session) and of four courses in education. Students should select courses in education from the categories below. An oral comprehensive examination in course work in the education sequence is required.

Education Core—(12 credits)

1. Ed. 205 History of Catholic Education in the United States
2. Ed. 203 Philosophy of Education
- or*
- Ed. 202 Modern Educational Thought
3. Ed. 211 Educational Psychology
- or*
- Ed. 215 Adolescent Psychology

or

- Ed. 216 Child Psychology
 4. Ed. 276 Seminar in the Teaching of Religious Education

HIGHER EDUCATION

The Program in Higher Education is organized to offer graduate studies for students who elect majors or minors in Higher Education as preparation for careers in college or university teaching or administration.

Many of the courses in Higher Education require only graduate standing for admission, although the major or minor concentration in Higher Education is normally reserved for doctoral students. Ed. 370, History and Theory of Higher Education; and Ed. 371, Organization and Administration of Higher Education, are required for the doctoral major or minor; the remaining courses for doctoral programs are to be selected in consultation with a program adviser.

Twenty-four credit hours must be selected from among the following courses:

- Ed. 370 History and Theory of Higher Education
- Ed. 371 Organization and Administration of Higher Education
- Ed. 372 Research and Evaluation in Higher Education
- Ed. 373 Student Personnel Programs in Higher Education
- Ed. 374 Seminar in Academic Administration
- Ed. 375 Seminar in Curriculum of Higher Education
- Ed. 376 College Teaching
- Ed. 377 The Community—Junior College
- Ed. 471 Seminar in Institutional Research
- Ed. 472 Seminar in Current Problems in Higher Education

Additional suggested courses:

- Ed. 208 Sociology of Education
- Ed. 209 History of American Education
- Ed. 241 Organization and Administration of Guidance and Personnel Services
- Ed. 252 Personnel Administration
- Ed. 253 Educational Finance
- Ed. 302 History of Ancient and Medieval Education
- Ed. 303 History of Modern Education
- Ed. 353 School-Business Management
- Ed. 258 School-Community Relations
- Ed. 470 Project in Higher Education

Ed. 376,

College Teaching, is open to advanced graduate students from all departments of the Graduate School with the permission of the student's chairman.

SPECIAL EDUCATION AND REHABILITATION

The Education Department offers sequences of courses which prepare teachers and administrators of programs for the handicapped. Par-

ticular emphasis is given to problems related to blindness, mental retardation, emotional disturbances, and multiple handicaps. Programs are tailored to meet the specific needs and goals of individuals students. Consideration is given to special requirements of the various accrediting agencies.

Programs have been planned to prepare students to teach:

1. orientation and mobility (PERIPATOLOGY) to blind children and adults in community agencies and public and private schools.
2. children who are blind or partially sighted.
3. children who are mentally retarded.
4. children who are emotionally and/or socially maladjusted.
5. children with multiple handicaps including those who are deaf and visually handicapped.

The Peripatology Program is conducted with the cooperation and support of the Vocational Rehabilitation Administration of the U.S. Office of Health, Education, and Welfare, which affords students complete scholarships. The programs for teachers of blind and deaf-blind children are conducted with the cooperation of the Perkins School for the Blind.

Experienced special educators may plan post master's degrees programs which will help to equip them in such areas as:

1. planning and conducting research involving handicapped persons.
2. supervising special class teachers and/or special class student teachers.
3. teaching college level courses in Special Education.
4. curriculum construction for special classes.
5. planning and providing guidance services for handicapped children and youth.

Scholarships are available in Special Education and Rehabilitation.

For more information regarding the programs and available scholarships in Special Education and Rehabilitation, write to the program coordinator.

COURSES OF INSTRUCTION

History and Philosophy of Education

ED. 202—MODERN EDUCATIONAL THOUGHT (3)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

F., 4:30 - 6:15 (1st sem.)

Prof. Lambert

Summer Session, 1966

ED. 203—PHILOSOPHY OF EDUCATION (3)

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents, Church, and

State regarding education, and the philosophical aspects of curriculum and methodology.

T., 4:30 - 6:15 (2nd sem.)

Prof. Power

ED. 205—HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES (3)

A study of the origin and evaluation of Catholic elementary, secondary, and higher education from the founding of Georgetown College to contemporary times.

To be offered Summer Session, 1967

ED. 208—SOCIOLOGY OF EDUCATION (3)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

Summer Session, 1966

ED. 209—HISTORY OF AMERICAN EDUCATION (3)

An historical inquiry into the origin and development of elementary, secondary, and higher education in the United States, with emphasis on the cultural context in which education has evolved.

M., 4:30 - 6:15 (2nd sem.)

To be announced

Summer Session, 1966

ED. 302—HISTORY OF ANCIENT AND MEDIEVAL EDUCATION (3)

Major movements in the evolution of educational theory and practice from Ancient Greece to the Renaissance.

W., 4:30 - 6:15 (1st sem.)

Prof. Power

ED. 303—HISTORY OF MODERN EDUCATION (3)

Main currents in the history of European education from the fifteenth through the nineteenth century.

W., 4:30 - 6:15 (2nd sem.)

Prof. Power

ED. 304—EDUCATIONAL CLASSICS (3)

A reading and discussion course based on the prominent men (e.g., Isocrates, Plato, Comenius, Pestalozzi, Dewey) and the great ideas (e.g., humanism, realism, empiricism, naturalism, pragmatism) in the history of educational thought.

To be offered Fall, 1967

ED. 305—COMPARATIVE EDUCATION (3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

To be offered Summer Session, 1967

ED. 306—PHILOSOPHY OF AMERICAN EDUCATION (3)

An advanced course concentrating on the educational theories of pragmatism and realism.

Not offered 1966-1967

ED. 307—CONTEMPORARY ISSUES IN EDUCATIONAL THEORY (3)

A detailed study of the principal current debates in educational philosophy.

Not offered 1966-1967

ED. 400—PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 402—SEMINAR IN PHILOSOPHY OF EDUCATION (3)

Research and reports on selected problems in contemporary educational theory. Limited to doctoral or C.A.E.S. candidates and selected M.Ed. candidates who have had either Ed. 202 or Ed. 203.

To be offered Fall, 1967

ED. 403—SEMINAR IN THE HISTORY OF EDUCATION (3)

Selected problems in the history of education. Members of the seminar will prepare and present research papers.

To be offered Spring, 1968

Educational Psychology

ED. 211—EDUCATIONAL PSYCHOLOGY (3)

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30 - 6:15 (1st sem.)

Prof. Dacey

ED. 213—INTRODUCTION TO PROGRAMMED INSTRUCTION (3)

The theory and practice of programmed instruction for education, learning and teaching.

T., 4:30 - 6:15 (2nd sem.)

Prof. Jensen

ED. 214—MODERN PSYCHOLOGY AND EDUCATION (3)

An analysis of classical and modern theories of learning and their practical classroom implications.

M., 4:30 - 6:15 (2nd sem.)

Prof. Travers

Summer Session, 1966

ED. 215—PSYCHOLOGY OF ADOLESCENCE (3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Schneiders

Summer Session, 1966

ED. 216—CHILD PSYCHOLOGY (3)

A multi-dimensional study of the child with emphasis on patterns of growth and development.

W., 4:30 - 6:15 (2nd sem.)

Prof. McCall, S.J.

ED. 217—PRINCIPLES OF MENTAL HEALTH AND MENTAL HYGIENE (3)

A course designed to study intensively the dynamics of personality, mental health, and mental hygiene, the nature and determinants of adjustment, and the application of the principles derived from this study to various life situations, with particular emphasis on the teaching profession.

T., 4:30 - 6:15 (1st sem.)

Prof. Schneiders

Summer Session, 1966

ED. 218—EDUCATION OF THE GIFTED (3)

The course is designed to bring to teachers, supervisors, and administrators a better understanding of the intellectually gifted child in the light of his needs, interests, and capabilities. Types of curricula, special subject areas, teacher preparation, and current research will be treated.

Summer Session, 1967

ED. 219—THE SCHOOLS AND JUVENILE DELINQUENCY (3)

A study of the nature and causes of juvenile delinquency and their practical classroom implications. Special attention will be afforded schools and the teaching-learning process in high delinquency areas.

To be offered Fall, 1967

ED. 312—ABNORMAL PSYCHOLOGY (3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances.

F., 4:30 - 6:15 (2nd sem.)

To be announced

ED. 313—SOCIAL PSYCHOLOGY (3)

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

Summer Session, 1966

ED. 410—PROJECTS IN EDUCATIONAL PSYCHOLOGY

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 412—SEMINAR IN THE PSYCHOLOGY OF LEARNING (3)

Individual projects, readings, and reports dealing with recent research in the learning process.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Travers

Elementary Education and Reading

ED. 220—STUDENT TEACHING, ELEMENTARY SCHOOL (6)

This course consists of a minimum of ten weeks of observation and practice teaching in selected elementary schools, supervised by the De-

partment of Education of the Graduate School. Student teachers will meet once a week or more often for group or individual conferences with the department supervisor. This course is for candidates in Elementary Education, Plan A.

By arrangement

Prof. Martin

ED. 221—SEMINAR IN ELEMENTARY METHODS (3, 3)

This course is designed to present the organization of the curriculum of the Elementary School. It will include basic methods and techniques of teaching, and will extend the study of the curriculum into the areas of Social Studies, Mathematics, Language Arts (other than Reading), Science, Art, Music and Speech. Opportunities will be given for observations in School Systems in the surrounding areas. This course is for candidates in Elementary Education, Plan A.

F., 3:30 - 6:00 (*1st sem.*)

Prof. Downey and Staff

Th., 3:30 - 6:00 (*2nd sem.*)

Prof. Downey and Staff

ED. 222—CHILDREN'S LITERATURE (3)

The purpose of this course is to survey quality prose and poetry for developing an effective program in children's literature. Criteria for book selection and teaching procedures are examined.

Th., 4:30 - 6:15 (*1st sem.*)

Prof. Martin

ED. 223—FRONTIERS OF ELEMENTARY EDUCATION (3)

Focus will be on recent innovations in elementary education such as programmed learning, team teaching, educational technology and the nongraded school, and on classroom implementation of current research in methods and materials of instruction.

W., 4:30 - 6:15 (*1st sem.*)

Prof. Cotter

Summer Session, 1966

ED. 224—DEVELOPMENTAL READING INSTRUCTION (3)

The sequential development of the basic reading skills in the elementary grades is presented in this course. A study of current teaching practices and materials of instruction is included.

M., 4:30 - 6:15 (*1st sem.*)

Sister Josephine, C.S.J.

Summer Session, 1966

ED. 225—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING (3)

This course is designed to give the regular classroom teacher or clinician skill in diagnosing and removing reading deficiencies. Using a set of specimen tests, the study of one remedial reading case is required. Recommendations for the instruction of retarded readers are presented. The causes and prevention of reading failure are also considered.

Th., 4:30 - 6:15 (*2nd sem.*)

Prof. Jennings

ED. 226—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

This course is designed for experienced teachers to encourage a creative view of the facets of the language arts (other than reading), and their related skills. Emphasis will be on techniques of presentation

in all the areas of oral and written expression. This course is for candidates in Elementary Education, Plan B.

F., 4:30 - 6:15 (2nd sem.)

Prof. Downey

ED. 227—SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL (3)

Current practices and new trends in curriculum, methods and materials, and evaluation in history, geography and related social sciences for grades one through six will be presented.

M., 4:30 - 6:15 (2nd sem.)

Prof. Cotter

ED. 228—MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Development of some of the central unifying concepts in mathematics—investigation of the mathematical systems of natural numbers, integers, rational numbers, real numbers, sets, computer-oriented mathematics, elements of algebra, geometry, analytic geometry. Survey of pertinent literature found in current professional periodicals and publications. Major emphasis will be on content.

Summer Session, 1966

ED. 229—SCIENCE IN THE ELEMENTARY SCHOOL (3)

An examination of the structure of science; fundamental concepts of the physical and biological sciences; pedagogical interrelationship between mathematics and science; although inquiry and discovery methods, the development of science programs, and curricula in the elementary school will be discussed, the emphasis in the course will be on content.

Summer Session, 1966

ED. 325—THE READING INSTITUTE (3)

Prominent visiting and local lecturers address the Institute. Informal, small-group sessions make it possible for participants to discuss issues presented in the general sessions.

Not offered 1966-1967

ED. 326—LABORATORY-PRACTICUM IN REMEDIAL READING (6)

Clinical practice is provided through the daily teaching of one or more pupils, grades 4-9, who are deficient in reading. Direction and guidance of this tutoring are provided in seminar sessions. The writing of a case report is a course requirement.

Summer Session, 1966

ED. 328—SEMINAR IN ELEMENTARY EDUCATION (3)

This course will be devoted to solving problems in the elementary school common to members of the class. Based on a study of the experiences and needs of the students; those having common problems will be encouraged to work together. Special attention will be given to those who plan to enter a new area in the elementary field. This course is for candidates in Elementary Education, Plan B.

W., 4:30 - 6:15 (2nd sem.)

Prof. Cotter

Summer Session, 1966

- ED. 420—PROJECTS IN ELEMENTARY CURRICULUM AND INSTRUCTION
Open to advanced graduate students only. Credits to be determined.
By arrangement

Secondary Education

- ED. 230-231—M.A.T.-M.S.T. PRE-INTERN PROGRAM (6)

This program includes the study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for his classes during the year of internship.

During the morning hours of the Wellesley Six-Week Academic Summer Program, intern teachers have opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their speciality. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large-group instruction, acting as laboratory assistants, and teaching complete lessons.

The Pre-Intern Program includes:

- ED. 230—STUDENT TEACHING IN THE SECONDARY SCHOOL (3)

- ED. 231—METHODS AND MATERIALS OF TEACHING (3)

Special Program

Prof. William M. Griffin and Staff

- ED. 232—INTERNSHIP IN TEACHING (3, 3)

This is a cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers teach half the number of classes that comprise the assignment of a full-time teacher. For this work they receive one-half of the Massachusetts minimum salary.

Both Semesters

Prof. W. Griffin

- ED. 233—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL (3)

This course includes the study of instructional materials, methods, and the technology of teaching considered appropriate to the candidate's specialized field. Emphasis is given to the organization of classroom procedures. Particular attention is focused on planning, preparation, implementation, and evaluation.

W., 4:30 - 6:15 (1st sem.)

Prof. Bath

Summer Session, 1966

ED. 234—OBSERVATION AND STUDENT TEACHING, SECONDARY SCHOOL (6)

This ten-week field experience during February, March and April of the second semester consists of classroom observation and teaching in a nearby secondary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom.

By arrangement

Prof. Martin

ED. 235—CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION (3)

This course examines the changing structure of the secondary school and the design for curriculum improvement. Emphasis is given to the concepts of flexible scheduling, team teaching, independent study, and the ungraded school. New programs of instruction are reviewed together with promising strategies for improving the curriculum.

M., 4:30 - 6:15 (1st sem.)

Prof. W. Griffin

ED. 236—AMERICAN SECONDARY EDUCATION (3)

A study of critical issues in the development of the American high school with particular stress on contemporary problems.

W., 4:30 - 6:15 (2nd sem.)

Prof. Lambert

ED. 237—READING IN THE SECONDARY SCHOOL (3)

Special emphasis is given to the principles, procedures and instruction materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

M., 4:30 - 6:15 (2nd sem.)

Prof. Jennings

ED. 238—LITERARY TYPES FOR JUNIOR AND SENIOR HIGH (3)

Historical development of major literary types—essay, short story, novel, drama, and poetry—with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.

To be offered Summer Session, 1967

ED. 430—PROJECTS IN SECONDARY CURRICULUM AND INSTRUCTION

Open to advanced graduate students only. Credits to be determined.

By arrangement

Counseling Psychology

ED. 240—PRINCIPLES AND TECHNIQUES OF GUIDANCE (3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

W., 4:30 - 6:15 (1st sem.)

Prof. Cottle

Summer Sessions, 1966 and 1967

ED. 241—ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND PERSONNEL SERVICES (3)

Starting, organizing, administering, and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

M., 4:30 - 6:15 (2nd sem.)
Summer Session, 1966

Prof. O'Hara

ED. 242—IDENTIFICATION AND PREVENTION IN ELEMENTARY SCHOOL GUIDANCE (3)

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral.

T., 4:30 - 6:15 (1st sem.)
Summer Session, 1966

Prof. Cotter

ED. 243—COUNSELING AND GROUP PROCESSES IN THE ELEMENTARY SCHOOL (3)

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group dynamics.

T., 4:30 - 6:15 (2nd sem.)
To be offered Summer Session, 1967

Prof. Cottle

ED. 244—INTRODUCTION TO PLAY THERAPY (3)

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience.

Not offered 1966-1967

ED. 245—CLINICAL CHILD GUIDANCE (3)

Application of psychological data and methods to clinical problems with emphasis upon the specific behavior and personality problems of childhood and adolescence. Evaluation of modern clinical procedures in diagnosis and therapy.

To be offered Spring, 1968
Summer Session, 1966

ED. 246—THE COUNSELING PROCESS (3)

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels.

Ed. 240, Principles and Techniques of Guidance, or its equivalent, is a prerequisite for this course.

T., 4:30 - 6:15 (2nd sem.)
To be offered Summer Session, 1967

Prof. Wegner

ED. 248—VOCATIONAL INFORMATION AND PLACEMENT (3)

Evaluation, classification, and use of educational and occupational literature for counseling and the teaching of occupations. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

M., 4:30 - 6:15 (1st sem.)

Prof. O'Hara

ED. 249—THE ROOTS OF CAREERS: THE ELEMENTARY SCHOOL (3)

The role of occupational exploration in personality integration and career development. Sources and use of occupational information in the elementary school.

Th., 4:30 - 6:15 (1st sem.)

Prof. O'Hara

ED. 340—GUIDANCE AND THERAPY IN GROUPS (3)

A consideration of the principles and techniques of group guidance and therapy involving an analysis of current concepts and procedures of counseling and group therapy.

To be offered Fall, 1968

ED. 343—CASE STUDIES, DIAGNOSIS, AND INTERVIEWING (3)

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.

Prerequisite: Ed. 240, 243 or 246.

M., 4:30 - 6:15 (1st sem.)

Prof. Cottle

To be offered Summer Session, 1967

ED. 344—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the counseling and clinical implications of the affective and cognitive dynamics: needs, emotions, attitudes, values, and their relation to personality and character development and integration.

W., 4:30 - 6:15 (1st sem.)

Prof. Moynihan, S.J.

ED. 345—TRAIT-FACTOR-SELF THEORY (3)

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist.

To be offered Spring, 1968

ED. 346—BEGINNING COUNSELING PRACTICUM (3)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work.

Prerequisite: Consent of Prof. Cottle *in advance*.

T., 4:30 - 6:15 (1st sem.)

Prof. Lawlor, S.J.

Th., 4:30 - 6:15 (1st sem.)

Prof. Wegner

F., 4:30 - 6:15 (2nd sem.)

Prof. Boles

Prof. O'Hara

Summer Session, 1966

ED. 347—PRACTICUM IN CHILD GUIDANCE (3)

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

Prerequisite: Consent of Prof. Cottle *in advance*.

F., 4:30 - 6:15 (2nd sem.)

To be announced

ED. 348—ADVANCED COUNSELING PRACTICUM (3)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

Prerequisite: Consent of Prof. Cottle *in advance*.

T., 4:30 - 6:15 (1st sem.)

Prof. O'Hara

Prof. Wegner

M., 4:30 - 6:15 (2nd sem.)

Prof. Schneiders

Prof. Wegner

ED. 440—PROJECTS IN COUNSELOR EDUCATION AND COUNSELING
PSYCHOLOGY

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 441—SEMINAR IN EVALUATION IN COUNSELING (3)

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems. For advanced graduate students who have had Ed. 240, Ed. 241, and Ed. 262, Ed. 264 or Ed. 265.

W., 4:30 - 6:15 (2nd sem.)

Prof. O'Hara

ED. 442—SEMINAR IN RESEARCH IN COUNSELING (3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

To be offered Spring, 1968

ED. 443—SEMINAR IN VOCATIONAL DEVELOPMENT (3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

To be offered Spring, 1968

ED. 446—SUPERVISED INTERNSHIP IN COUNSELING PSYCHOLOGY (3)

One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions, and for participation in staff conferences.

Prerequisite: Ed. 348 and consent of Prof. Cottle *in advance*.

By arrangement

Educational Administration and Supervision

ED. 251—INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships: the administration of American education in terms of general policies and practices utilized at its various levels; current issues in organization and administration.

The basic course for those majoring in administration and supervision.

T., 4:30 - 6:15 (1st sem.)

Prof. Roach

Summer Session, 1966

ED. 252—PERSONNEL ADMINISTRATION (3)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

Summer Session, 1966

ED. 253—EDUCATIONAL FINANCE (3)

A study of the basic problems and issues of fiscal support of public education, including an examination of local, state and federal resources. The course is designed for teachers and prospective or practicing administrators.

Th., 4:30 - 6:15 (1st sem.)

Prof. Nuccio

ED. 254—ADMINISTRATION OF THE ELEMENTARY SCHOOL (3)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

M., 4:30 - 6:15 (1st sem.)

Prof. W. Griffin

ED. 255—ADMINISTRATION OF THE SECONDARY SCHOOL (3)

Current administrative principles and practices essential to the effective organization and management of the junior and senior high schools. Will consider the educational leadership required of the secondary school principalship in such areas as the program of studies, schedule making, instructional materials, student activities, staff relationships, and school-community relations.

M., 4:30 - 6:15 (2nd sem.)

Prof. W. Griffin

ED. 256—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION I (3)

The legal rights, duties, and liabilities of school personnel generally in relation to their employing educational agencies, their professional and non-professional colleagues, pupils, and parents. An introductory course intended for classroom teachers, prospective administrators, and practicing administrators.

F., 4:30 - 6:15 (1st sem.)

Prof. Roach

ED. 258—SCHOOL-COMMUNITY RELATIONS (3)

Will consider the principles, practices and media used in school-home-community public relations programs. Students may develop materials for their own use.

Th., 4:30 - 6:15 (2nd sem.)

Prof. M. Griffin

ED. 259—SUPERVISION (3)

A course planned for supervisors, principals, and teachers interested in school administration. Supervisory problems are studied in the areas of pupil-teacher relationship, curriculum devices, modern trends of supervision and new techniques of instruction which aim to improve the teacher-learning situation.

To be offered Spring, 1968

ED. 351—ADMINISTRATIVE CASE STUDIES (3)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Prerequisite: Prior approval of instructor.

W., 4:30 - 6:15 (2nd sem.)

Prof. W. Griffin

Summer Session, 1966

ED. 352—CHURCH-STATE PROBLEMS IN AMERICAN EDUCATION (3)

Problems concerning religious practices in public schools. Topics include Bible reading, non-sectarian prayer, religious ceremonies, teaching moral and spiritual values, and auxiliary benefits to private school children. Extensive discussion of the Everson, McCollum, and Zorach decisions of the Supreme Court. Special emphasis on the legal and constitutional status of the non-public schools.

To be offered Fall, 1967

ED. 353—SCHOOL BUSINESS MANAGEMENT (3)

A detailed examination of the sound business management practices affecting the operation of the educational enterprise. Will consider budgeting, accounting, auditing, requisitioning, purchasing, supply, insurance, and financial reporting. Special emphasis on making and presenting school budgets and related budgetary procedures.

To be offered Spring, 1968

ED. 354—ADMINISTRATION OF THE LOCAL SCHOOL SYSTEM

Will consider the duties and problems of the local administrator in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

M., 4:30 - 6:15 (2nd sem.)

Prof. Roach

ED. 356—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION II (3)

The legal rights, duties, and liabilities of school administrators specifically. Detailed consideration of local school committee (board of edu-

cation) operations; school finance; school property; contracts; and tort liability. Particular attention will be devoted to Massachusetts General Laws and court decisions relating to public school administration. For principals, superintendents, and prospective administrators.

Prerequisite: Ed. 256.

F., 4:30 - 6:15 (2nd sem.)

Prof. Roach

ED. 357—SCHOOL PLANT PLANNING AND OPERATION (3)

Will consider criteria for adequate school plants; building operation and management; the relation between the educational program and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

To be offered Fall, 1967

ED. 359—SUPERVISION OF STUDENT TEACHING (3)

Designed primarily for those presently or potentially involved in the supervision of student teachers. Procedures and methods to develop skill in guiding student teachers with emphasis on student teacher orientation, readiness, planning, conferencing and evaluation.

To be offered Summer Session, 1967

ED. 450—PROJECTS IN ADMINISTRATION AND SUPERVISION

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 452—SEMINAR IN PROBLEMS OF SCHOOL ADMINISTRATION (3)

Guided study and discussion of significant problems in school administration. Individual and group projects will require extensive reading in current professional literature.

Prerequisite: Prior approval of instructor.

W., 4:30 - 6:15 (1st sem.)

Prof. Roach

ED. 453—SEMINAR IN SUPERVISION (3)

The course is primarily designed for those in supervision and administration. Specific problems dealing with supervision will be treated according to the latest findings in research. Background work in techniques of supervisory practices will be presented. Elementary and secondary levels will be treated.

Prerequisite: Supervision and/or Administration course.

T., 4:30 - 6:15 (2nd sem.)

Sister Josephina, C.S.J.

Educational Measurement, Evaluation and Research

ED. 260—RESEARCH METHODS IN EDUCATION (3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.

T., 4:30 - 6:15 (1st sem.)

Prof. Jensen

F., 4:30 - 6:15 (2nd sem.)

Prof. Walsh

Summer Session, 1966

ED. 261—INFORMATION PROCESSING IN EDUCATION (3)

Intended for students with little or no prior experience with electronic computers and ancillary mechanical equipment. Topics include historical development of data processing, uses and operating principles of basic devices for punched-card processing, principles of electronic information processing, use of existing library programs and the planning and writing of computer programs in the FORTRAN language, with emphasis upon educational application in fields other than business management. Enrollment limited to twenty with permission of the instructor prerequisite. Individually scheduled laboratory sessions in addition to class meetings.

Summer Session, 1966

ED. 262—EDUCATIONAL TESTS AND MEASUREMENTS (3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests with practical application to classroom use. Basic techniques of test construction.

Th., 4:30 - 6:15 (1st sem.)

Prof. Madaus

ED. 264—INDIVIDUAL INTELLIGENCE TESTING (3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Scales: WAIS and WISC are given to those successfully administering a specific number of tests.

F., 4:30 - 6:15 (1st sem.)

Sister Josephina, C.S.J.

Summer Session, 1966

ED. 265—GROUP PSYCHOLOGICAL TESTS (3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

M., 4:30 - 6:15 (1st sem.)

Prof. Wegner

ED. 360—EDUCATIONAL STATISTICS I (3)

Methods of data reduction, graphic presentation, measures of central tendency and variability, the binomial distribution and probability, correlation and linear regression, estimation and inference, and introduction to hypothesis testing.

W., 4:30 - 6:15 (1st sem.)

Prof. Jensen

Summer Session, 1966

ED. 361—EDUCATIONAL STATISTICS II (3)

Procedures of inferential statistics and testing of hypotheses. Topics include: small sample theory, chi-square, analysis of variance, analysis of covariance, correlation analysis, and non-parametric techniques.

Prerequisite: Ed. 260 or equivalent.

W., 4:30 - 6:15 (2nd sem.)

Prof. Jensen

ED. 362—RESEARCH DESIGN (3)

An advanced course for doctoral candidates. Methods of data collection and analysis, including experimental design, are studies in relation to problems for which they are appropriate.

Prerequisite: Ed. 361.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Jensen

ED. 363—CONSTRUCTING EVALUATION INSTRUMENTS (3)

Techniques for the construction and analysis of objective measurement devices related to important educational goals.

M., 4:30 - 6:15 (1st sem.)

Prof. Schmitt

ED. 364—CURRICULUM EVALUATION: THEORY AND PRACTICE (3)

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals, and methods of obtaining and summarizing evaluation data.

T., 4:30 - 6:15 (2nd sem.)

Prof. Madaus

ED. 365—PERSONALITY AND INTEREST INVENTORIES—THEORY AND PRACTICE (3)

A review of personality theories as they apply to personality measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality inventories.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Cottle

Summer Session, 1966

ED. 366—EXPERIMENTAL DESIGN (3)

Parametric and nonparametric statistical models in research. Ranking and randomization tests. Factorial, hierarchial, latin-square, split plot, and trend analysis designs. Analysis of covariance. Multivariate tests.

T., 4:30 - 6:15 (2nd sem.)

To be announced

ED. 460—PROJECTS IN EDUCATIONAL MEASUREMENT AND EVALUATION

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 462—SEMINAR IN EDUCATIONAL MEASUREMENT (3)

Individual and/or group projects on problems in test theory and practice related to the interests and needs of the seminar members.

Prerequisite: Ed. 360 and Ed. 262 or Ed. 264.

To be offered Fall, 1967

ED. 463—INTERNSHIP IN EDUCATIONAL RESEARCH (3, 3)

Program participants will be placed in one or more educational research settings to work with local staff and Department faculty in the planning, conduct, analysis, and reporting phases of one or more projects relating to the evaluation of an educational innovation.

By arrangement

Staff

ED. 464—INTERN SEMINAR, I
Both semesters

Staff

ED. 465—INTERN SEMINAR, II
Both semesters

Staff

Religious Education

ED. 270—BIBLICAL THEMES: OLD TESTAMENT (3)

A study of the general principles of scriptural interpretation according to recent Catholic thought and an introduction to the geographical, social, cultural, and religious background of the Old Testament. A survey of the high points of the Old Testament with a special emphasis on Genesis, Exodus, and the prophets.

ED. 271—BIBLICAL THEMES: NEW TESTAMENT (3)

A study of the geographical, social, cultural, and religious background of the Gospels. A study of the meaning of Gospel and a literary-theological examination of Mark, Matthew, Luke and John.

ED. 272—REVELATION AND THE MYSTERY OF THE CHURCH (3)

Notion of revelation: its possibility and fittingness; Miracles: notion, possibility, discernibility and use as criterion to prove divine origin of revelation; Church as an existing fact, moral miracle; Scriptural symbols for Church; Mystical Body; relation of Church to Scripture; Definition of Church in essential elements; jurisdictional, teaching and sanctifying functions in the Church.

ED. 273—GOD, MAN AND THE SUPERNATURAL (3)

The mystery of God, His attributes and triune nature: God as creator, bestower of the supernatural; man's origin; original sin; grace and man; Catholic and Protestant thought on grace today.

ED. 274—THE REDEMPTIVE INCARNATION (3)

A study in scripture, tradition, even art, of how the Second Person of the Blessed Trinity became truly man to save us from our sins and restore to us supernatural life. Special attention will be paid to a historical study of the great christological ferment of the first five centuries of our era, as well as to a survey of modern and contemporary thought, Catholic and Protestant, on the problems of christology. Some mention will be made of eschatological questions.

ED. 275—THE SACRAMENTS AND CHRISTIAN LIFE (3)

The seven Sacraments will be examined with a special emphasis on Baptism and the Eucharist. This examination will be placed on a thorough study of the sources, both scriptural and historical so as to discern the gradual historical growth and development of sacramental theology and worship. It will develop the viewpoint that sees the sacraments and sacramentals as signs of God's grace, with a consequent concentration on the liturgy and its importance for a complete knowledge of the sacraments and life in the Church.

ED. 276—SEMINAR IN THE TEACHING OF RELIGION (3)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials.

Summer Session, 1966

ED. 277—"THE FOUR EXISTENTIALS" (ONENESS, SANCTITY, CATHOLICITY, AND APOSTOLICITY) OF THE CHURCH AS OPEN TO OTHER CHRISTIAN CHURCHES AND TO THE WORLD (3)

A study of the inclusiveness of Catholic ecclesiology as this has been brought to the fore by recent theologians and especially by the Second Vatican Council. Dr. Herbert Richardson of the Harvard Divinity School will provide comment on the lectures from a Protestant point of view.

Summer Session, 1966

ED. 278—THE EPISTLE TO THE EPHESIANS (3)

This course will present the sublime teaching of St. Paul on such subjects as the Trinity, the Church, the Christian vocation and destiny, marriage, relations between Christians and Jews.

Summer Session, 1966

ED. 279—RELIGION FOR RETARDED CHILDREN (3)

Considers the content of programs for religion classes for mentally retarded children. Included is a consideration of methods and materials used in teaching the content.

Summer Session, 1966

Higher Education

ED. 370—HISTORY AND THEORY OF HIGHER EDUCATION (3)

A study of the major historical and theoretical developments in colleges and universities since their origin in the twelfth century. Special emphasis is given to college and university evolution in the United States.

T., 4:30 - 6:15 (1st sem.)

Prof. Power

ED. 371—ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION (3)

A study of the government, organization, and administration of higher education.

W., 4:30 - 6:15 (1st sem.)

Prof. Anello

Summer Session, 1966

ED. 372—RESEARCH AND EVALUATION IN HIGHER EDUCATION (3)

Critiques of studies, individual and/or group investigations, plus evaluation of college programs.

To be offered Spring, 1968

ED. 373—STUDENT PERSONNEL PROGRAMS IN HIGHER EDUCATION (3)

A consideration of the contributions of various campus agencies involved in student personnel programs in colleges and universities.

W., 4:30 - 6:15 (2nd sem.)

To be announced

ED. 374—SEMINAR IN ACADEMIC ADMINISTRATION (3)

Current issues related to the administration of colleges and universities will be studied—e.g., the role of the college president, organization and administration of colleges in their operational dimension, faculty-administration liaison.

T., 4:30 - 6:15 (2nd sem.)

Prof. Anello

ED. 375—SEMINAR IN CURRICULUM OF HIGHER EDUCATION (3)

Current problems surrounding the organization and administration of the college curriculum—e.g., the college calendar, curricular revision, objectives, and evaluation—will form the basis for seminar research papers and discussions.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Anello

ED. 376—COLLEGE TEACHING (3)

A seminar and/or practicum in college teaching depending upon the interests and needs of the students.

Th., 4:30 - 6:15 (1st sem.)

Prof. Anello

Summer Session, 1966

ED. 377—THE COMMUNITY-JUNIOR COLLEGE (3)

Present status, development, functions, organization and curriculum of community and junior colleges.

To be offered Fall, 1967

ED. 470—PROJECTS IN HIGHER EDUCATION

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 471—SEMINAR IN INSTITUTIONAL RESEARCH (3)

Seminar experiences will center on the operational phase of institutional research and each seminar member will have an opportunity to select and report on a research problem.

F., 4:30 - 6:15 (2nd sem.)

Prof. Dorr, S.J.

ED. 472—SEMINAR IN CURRENT PROBLEMS IN HIGHER EDUCATION (3)

Certain critical problems in higher education will be identified, analyzed, and discussed by seminar members.

F., 4:30 - 6:15 (1st sem.)

Prof. Dorr, S.J.

Special Education and Rehabilitation

ED. 280—STUDENT TEACHING, TEACHING THE MENTALLY
RETARDED (6)

A minimum of ten weeks of observation and teaching in selected special classes for the mentally retarded in public schools, supervised by the Department of Education of the Graduate School. Student teachers will meet once a week for group or individual conferences with the department supervisor. Consent of instructor required.

By arrangement

Prof. Martin

ED. 281—STUDENT TEACHING, TEACHING THE EMOTIONALLY
DISTURBED CHILD (6)

A minimum of ten weeks of observation and teaching in selected special classes for the emotionally disturbed in public schools; supervised by the Department of Education of the Graduate School. Student teachers will meet once a week for group or individual conferences with the department supervisor. Consent of instructor required.

By arrangement

Prof. Martin

ED. 282—TEACHING MENTALLY RETARDED CHILDREN (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources.

W., 4:30 - 6:15 (2nd sem.)

Prof. Eichorn

Summer Session, 1966

ED. 283—METHODS OF TEACHING THE EMOTIONALLY DISTURBED
CHILD (3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children; classroom management; organization and planning of learning experiences.

Th., 4:30 - 6:15 (1st sem.)

Prof. DiMattia

ED. 284—GUIDANCE OF THE MENTALLY RETARDED (3)

Considers personal, educational, and vocational guidance principles and practices as they relate to those who are mentally retarded.

Not offered 1966-1967

ED. 285—PSYCHOLOGY OF THE MENTALLY RETARDED (3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustment as they relate to mental retardation.

W., 4:30 - 6:15 (1st sem.)

Prof. Eichorn

Summer Session, 1966

ED. 286—HUMAN BEHAVIOR AND SOCIAL WORK (3)

Introduces the student to a historical review of social work and social work principles. Consideration is given to the dynamics of case work and the interview as they relate to the handicapped with emphasis on blindness. Also of concern is the responsibility of the community and an understanding of community sources available to those with special needs.

By arrangement

ED. 287—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Cotter

ED. 288—THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY
DISTURBED CHILD (3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies.

F., 4:30 - 6:15 (1st sem.)

Prof. Cotter

ED. 380—INTERNSHIP, TEACHING VISUALLY HANDICAPPED
CHILDREN (3, 3)

Includes observation and student teaching at the Perkins School for the Blind and in public school classes. Opportunities are also provided for tutoring and supervising recreational activities of blind children.

Both semesters

Prof. Heisler and Staff

ED. 381—EDUCATION OF THE BLIND I (3)

Principles and methods in the education of blind children. Includes a historical review of educational programs and procedures as well as a study of the basic needs of blind children including those of pre-school age.

Prof. Heisler

ED. 382—EDUCATION OF THE BLIND II (3)

Special methods and curricula adaptations. Considers problems in educating multi-handicapped children. Consideration is given to problems related to vocational planning and vocational opportunities.

Prerequisite: Education of the Blind I

Prof. Heisler

ED. 383—BRAILLE, READING AND WRITING (3)

A course in the reading and writing of Grade II (Literary) Braille and Mathematical Braille (Nemeth Code).

Prof. Ackerman

ED. 384—EDUCATION OF PARTIALLY SEEING CHILDREN (3)

Principles and methods of teaching partially seeing children. Includes consideration of programs and services afforded these children in day and residential schools.

Prof. Heisler

ED. 385—ORIENTATION AND MOBILITY FOR TEACHERS OF THE
VISUALLY HANDICAPPED (3)

Designed to provide teachers of blind children with a knowledge of basic techniques which help blind children to gain skills in orientation and mobility. Consideration is given to the role of the teacher in providing assistance in helping children to acquire adequate independent travel techniques.

Peripatology Staff

ED. 387—ADMINISTRATION AND SUPERVISION OF SPECIAL SCHOOLS
AND SPECIAL CLASSES (3)

Considers problems confronted by administrators of Special Schools and Special Classes.

Prerequisite: Ed. 251.

Summer Session, 1966

ED. 388—CURRICULA PLANNING FOR SPECIAL CLASSES (3)

Includes a study of curricula design and curricula used in the various types of special classes.

Not offered 1966-1967

ED. 389—RESEARCH IN SPECIAL EDUCATION (3)

An analysis and evaluation of current research in the psychology and/or education of children with special learning disabilities, involving mental retardation, blindness, emotionally disturbed, perceptual problems, etc. Generally the students are expected to be concerned about one area of exceptionality. Opportunity can be afforded for special projects for selected students.

By arrangement

Summer Session, 1966

ED. 480—PROJECTS IN SPECIAL EDUCATION

Open to advanced graduate students only. Credits to be determined.

By arrangement

ED. 482—SEMINAR IN SPECIAL EDUCATION (3)

This course is designed primarily for advanced students. Specific problems in special areas relating to the education of exceptional children will be considered.

Not offered 1966-1967

ED. 293—ORIENTATION TO WORK WITH THE BLIND (3)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

ED. 294—DYNAMICS OF BLINDNESS AND REHABILITATION (3)

The main emphasis of this course is the rehabilitation of the adventitiously blind. However, attention is given to the dynamics of the congenitally blind, both children and adults. The course also includes special problems of partially sighted persons within our present definition of blindness and the peculiar nature of their problems.

ED. 295—THE HUMAN SENSES: THEIR NATURE AND TRAINING (3)

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness and sensory reorientation following blindness; to familiarize the students with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

ED. 296—MEDICAL ASPECTS OF THE REHABILITATION OF THE
BLIND (3)

This course is designed to introduce students to the structure and function of the eye and conditions which may cause blindness. Consideration is given to other types of disabilities which may be encountered in the rehabilitation process.

ED. 297—PRACTICUM FOR MOBILITY THERAPISTS (9)

A special four phased program limited to those enrolled in Peripatology. It provides an opportunity to learn the techniques of teaching orientation and mobility as well as providing experience in teaching these skills to the blind.

PRACTICUM I (2)

This is the introductory phase which provides the student an opportunity to learn to travel and to perform other daily routines under a blindfold.

PRACTICUM II (2)

Earlier skills are re-enforced and then through observation, demonstration, and close supervised work, teaching materials, procedures and program planning are reviewed and evaluated.

PRACTICUM III (2)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

PRACTICUM IV (3)

When students have successfully completed the previous phases of the program they are assigned to "student teaching". Students teach under the supervision of the cooperating agency or school as well as the faculty of the practicum section of the Peripatology Program.

ED. 390—INTERNSHIP, TEACHING DEAF-BLIND CHILDREN (3, 3)

Observations of child behavior and classroom procedures in programs for deaf-blind and deaf children. Participation in lesson planning and classroom management under supervision and scheduled periods of complete but supervised control of the classroom.

Both Semesters

Prof. Hoff and Staff

ED. 391—HISTORY, EDUCATION, AND GUIDANCE OF THE DEAF
AND DEAF-BLIND (3)

History of the education of deaf and deaf-blind children. Study of psychological, educational, philosophical, social and vocational implications of deafness, deaf-blindness and related disorders; agencies serving deaf and deaf-blind children and adults.

Staff

ED. 392—HEARING AND DEAFNESS (3)

Attributes of sound and the mechanism of hearing as they pertain to the science of audiology. Survey of the classical measurement techniques and the interpretation and implementation of the test results. Observation and practice under supervision.

To be announced

ED. 393—SPEECH SCIENCE (ANAT. & PHYSIOLOGY OF THE SPEECH MECHANISM) (3)

Anatomy and physiology of the mechanisms of respiration, phonation, resonance and articulation. The functions of the nervous system in controlling oral communications. Physics of speech; psychophysiology of hearing.

To be announced

ED. 394—METHOD OF TEACHING LANGUAGE TO DEAF-BLIND CHILDREN (3)

An introduction to the various systems of teaching language to deaf children with emphasis on language development through use of the Fitzgerald Key, Wing's Symbols, and the Natural Method as used with deaf-blind children.

Prof. Hoff

ED. 395—METHOD OF TEACHING SPEECH TO DEAF-BLIND CHILDREN (3)

The analytic and synthetic methods used in teaching speech to deaf children with emphasis on the formation, development and correction of elementary speech sounds, and the vibration method as used with deaf-blind children.

Prof. Hoff

ED. 396—SPEECH-READING AND AUDITORY TRAINING (3)

A survey of classical speech-reading methods and auditory training procedures. Principles, materials and practices in training hard-of-hearing and deaf individuals in the use of vision and residual hearing as means of perceiving spoken communication.

To be announced

ED. 397—TEACHING ELEMENTARY SCHOOL SUBJECTS TO DEAF-BLIND CHILDREN (3)

The diagnostic evaluation of the educational and training needs of the deaf-blind child. The readiness program. The methods used in teaching reading, social studies, arithmetic, science, rhythm and auditory training to deaf-blind children. Emphasis on the methodology in pre-school and elementary grades.

Prof. Hoff, Prof. Vivian

ENGLISH (EN)

Professors: LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES, JOHN L. MAHONEY
(*Chairman*), JOHN J. McALEER, MAURICE J. QUINLAN

Associate Professor: JOHN W. LOOFBOUROW

Assistant Professors: JOHN F. MCCARTHY, CHARLES L. REGAN

THE GRADUATE PROGRAM IN ENGLISH

The purpose of the graduate program in English is to provide students with the opportunity to become familiar with major documents of the English literary tradition, to acquire experience with the problems and techniques of research, and to develop their ability to express the results of their reading and research. These purposes are implemented by a series of courses covering the range of English literature from the Old English period to the contemporary era. Some of the courses are focussed upon the intensive exploration of an author or problem; others are surveys of literary forms or of developments within traditionally recognized periods of English or American literature. A prescribed course in bibliography and method introduces the student to the basic methodology of literary research and provides him with the means of pursuing that study independently. A final comprehensive examination furnishes the department with a measure of the student's success in familiarizing himself with the English literary tradition.

A.) NON-THESIS PROGRAM

Students for whom the M. A. will be a terminal degree will not be required to write a thesis, but will be required to take thirty credits in course work. The plan of course work should be developed in consultation with the department chairman.

B.) THESIS PROGRAM

Students who are planning doctoral studies in the future are normally expected to write a thesis which will carry six credits toward the thirty credit requirement for the degree. Plans for thesis direction should be arranged with the department chairman.

DEPARTMENTAL REQUIREMENTS

Candidates for the M. A. in English should, upon completion of their studies, have taken courses in the following areas: Old or Middle English or the History of the English language; Shakespeare; the seventeenth, eighteenth, and nineteenth centuries. In the achievement of this distribution, both upper-division electives and graduate courses may be counted.

Candidates for the M. A. in American Studies in the non-thesis program will be expected to take twelve hours of graduate study in American history, political science, sociology, or philosophy, and eighteen hours in American literature. Candidates for the M. A. in American studies in the thesis program will be required to take twelve hours in American history, political science, sociology, or philosophy, and twelve

hours in American literature. The Master's Thesis, to be written in the field of American literature, will be read by members of both the major and minor departments, and will count for six credits. All students in the program must take En. 200, Bibliography and Method.

All applicants for admission to the M. A. in English and M. A. in American Studies programs must submit the results of the Graduate Record Examination.

GRADUATE ASSISTANTSHIPS AND TEACHING FELLOWSHIPS

A number of assistantships and fellowships, with stipends up to \$2,300 plus remission of tuition, are available for M. A. candidates.

COURSES OF INSTRUCTION

EN. 200—BIBLIOGRAPHY AND METHOD (3)

An introduction to the problems of literary research and to the proper approach to English studies.

Prescribed for all M. A. candidates.

F., 4:00-5:45 (1st sem.)

Prof. R. Hughes

EN. 201—OLD ENGLISH (3)

An introduction to Old English with initial study of the basic principles of the language, followed by readings from Bede, the *Chronicles*, Alfred, Aelfric, the lyric and heroic poems.

Th., 4:30-6:15 (1st sem.)

Prof. Regan

EN. 202—OLD ENGLISH EPIC (3)

A selective reading in *Beowulf* and related epic fragments, with a study of their texts and with additional reading of analogues from older early materials.

Th., 4:30-6:15 (2nd sem.)

Prof. Regan

EN. 211—CHAUCER I (3)

A study of Chaucer's works, excepting the *Canterbury Tales*, with special attention to the *Troilus and Criseyde*.

T., 4:00-5:45 (1st sem.)

Prof. Hirsh

EN. 212—CHAUCER II (3)

A detailed study of the *Canterbury Tales*, with some study of related materials and of contemporary works.

T., 4:00-5:45 (2nd sem.)

Prof. Hirsh

EN. 220—ENGLISH LITERATURE TO 1500 I (3)

In this examination of works of the Old English period and of later medieval texts, English and Scottish, the primary attention will be upon features of literary interest, although attention will be given to philological matters of major significance. The earlier documents and certain others of dialectical difficulty will be studied in modern renderings.

T., Th., 12:00 - 1:15 (1st sem.)

Prof. Regan

EN. 221—ENGLISH LITERATURE TO 1500 II (3)

A continuation of En. 220 with emphasis on medieval romance and the literature of the later Middle Ages.

T., Th., 12:00-1:15 (2nd sem.)

Prof. Regan

EN. 233—THE ENGLISH RENAISSANCE (3)

A study in depth of the major English writers from Thomas More to Edmund Spenser.

T., Th., 3:00-4:15 (2nd sem.)

Prof. Dubamel

EN. 227—PROBLEMS IN SHAKESPEAREAN SCHOLARSHIP:

COMEDIES AND HISTORIES (3)

A survey of the major problems in Shakespearean scholarship with an intensive examination of selected plays.

W., 4:30-6:15 (1st sem.)

Prof. Dubamel

EN. 228—PROBLEMS IN SHAKESPEAREAN SCHOLARSHIP:

TRAGEDIES AND ROMANCES (3)

A continuation of En. 227 with emphasis on the tragedies and romances.

W., 4:30-6:15 (2nd sem.)

Prof. Dubamel

EN. 233—METAPHYSICAL POETRY (3)

An intensive reading of the poetry of Donne, Herbert, Crashaw, Vaughan, Marvell, and Traherne.

M., 4:00-5:45 (1st sem.)

Prof. R. Hughes

EN. 234—THE JONSONIAN AND CAVALIER POETS (3)

A study of the dramatic and poetic writings of Ben Jonson, and selective readings in the work of Herrick, Lovelace, Suckling, and others.

M., 4:00-5:45 (2nd sem.)

Prof. R. Hughes

EN. 247—THE AGE OF POPE (3)

Poetry and prose of the neo-classical period, with special emphasis on the satirical writings of Dryden, Pope, and Swift.

W., 4:30-6:15 (1st sem.)

Prof. Quinlan

EN. 248—THE AGE OF JOHNSON (3)

A study of later eighteenth-century literature, with emphasis on the writings of Samuel Johnson and his circle.

W., 4:30-6:15 (2nd sem.)

Prof. Quinlan

EN. 251—THE AUGUSTAN AND ROMANTIC CRITICS (3)

Changing trends in English literary theory of the eighteenth and nineteenth centuries. This course traces the literary and philosophic roots of the criticism in the writings of Pope, Johnson, Reynolds, Wordsworth, Coleridge, and Hazlitt.

Th., 4:30 - 6:15 (1st sem.)

Prof. Mahoney

EN. 252—THE ROMANTIC MOVEMENT (3)

Studies in the poetry of Wordsworth, Coleridge, Byron, Shelley and Keats with special emphasis on the evolution of romanticism in nineteenth-century England.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Mahoney

EN. 256—VICTORIAN PROSE AND POETRY I (3)

A study of early Victorian poetry and non-fiction prose with emphasis on the works of Tennyson, Browning, Carlyle, Mill, and Ruskin.

T., Th., 1:30-2:45 (1st sem.)

Prof. McCarthy

EN. 257—VICTORIAN PROSE AND POETRY II (3)

A study of later Victorian poetry and non-fiction prose, with emphasis on Arnold, Pater, the Aesthetic Movement, Hardy, and Hopkins.

T., Th., 1:30-2:45 (2nd sem.)

Prof. McCarthy

EN. 258—ENGLISH FICTION: DEFOE TO AUSTEN (3)

The development of English fiction from the early seventeenth to the beginning of the nineteenth century.

T., Th., 3:00-4:15 (1st sem.)

Prof. Loofbourow

EN. 259—ENGLISH FICTION: AUSTEN TO CONRAD (3)

A continuation of En. 258.

T., Th., 3:00-4:15 (2nd sem.)

Prof. Loofbourow

EN. 272—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)

Realism and naturalism from their emergence in the 1890's down to post-World War II, studied in the works of Crane, Dreiser, Anderson, Hemingway, Fitzgerald, Faulkner, West, Salinger, and Powers.

M., 4:30-6:15 (1st sem.)

Prof. McAleer

EN. 281—THE SOUTHERN RENASCENCE IN CONTEMPORARY LITERATURE (3)

An investigation of universal implications in "regional" literature: Faulkner, Robert Penn Warren, the Fugitive-New Critic group, James Agee, Katherine Anne Porter.

F., 4:30-6:15 (2nd sem.)

Prof. Casper

EN. 282—CONTEMPORARY AMERICAN POETRY (3)

Progress in the symbolic imagination from the Imagists to the present: T. S. Eliot, Crane, William Carlos Williams, Wallace Stevens, Pound, and beyond.

F., 4:30-6:15 (1st sem.)

Prof. Casper

EN. 299—READINGS AND RESEARCH

By arrangement

THE DEPARTMENT

EN. 301—THESIS SEMINAR (3, 3)

Directed research in a problem on English or American literature, and the composition, under supervision, of an M. A. thesis based upon such research.

By arrangement

THE DEPARTMENT

- EN. 305—THESIS DIRECTION (2 points)
A two-point non-credit course.

THE DEPARTMENT

- EN. 337—SEMINAR IN JOHN MILTON (3)
An intensive study of Milton's later poetry, focussing on *Paradise Lost* and the problems of interpretation posed by various "schools" of Milton criticism.
W., 3:00-4:45 (2nd sem.) Prof. Hirsh
- EN. 347—SEMINAR IN JONATHAN SWIFT (3)
An intensive study of Swift and his works with emphasis on methods of scholarship.
Th., 4:00-5:45 (1st sem.) Prof. Quinlan
- EN. 370—SEMINAR IN MELVILLE (3)
An intensive study of the life and works of Melville.
M., 3:00-4:45 (2nd sem.) Prof. McAleer
- EN. 390—SEMINAR IN ENGLISH PHILOSOPHICAL PROSE (3)
A consideration of the problems of stylistic analysis with an intensive consideration of some of the works of Thomas More, Francis Bacon, David Hume, and Alfred North Whitehead.
T., 4:00-5:45 (1st sem.) Prof. Duhamel

GEOPHYSICS (Gp.)

Professor: REV. DANIEL LINEHAN, S.J.

Associate Professors: EMANUEL G. BOMBOLAKIS, REV. JAMES W. SKEHAN, S.J.

Assistant Professors: REV. JOHN F. DEVANE, S.J. (*Chairman*), F. THOMAS TURCOTTE

Instructor: DAVID A. NELLIS

Research Associate Professors: JOHN J. GINTY, HENRY R. RADOSKI

Lecturers: ADEL ABU-MOUSTAFA, EDWARD M. BROOKS, RICHARD J. HOLT, ARTHUR LATHAM, VINCENT J. MURPHY, THOMAS ROCKETT

Applicants must present satisfactory undergraduate courses in Physics, Mathematics and Geology.

Candidates are required to take Gp. 131, Gp. 132, Gp. 221.

A thesis is required of those students for whom the Master's Degree is terminal.

COURSES OF INSTRUCTION

GP. 131—PHYSICS OF THE EARTH (3)

Physical phenomena in earth science; the origin, age, thermal history and internal constitution of the earth; gravity and the figure of the earth; the earth's magnetic field and telluric currents; origin of the earth's surface features.

First Semester

Prof. Linehan, S.J.

GP. 132—APPLICATIONS OF GEOPHYSICAL METHODS (4)

The seismic, gravimetric and electrical techniques are explained and their application to the study of subsurface topography demonstrated.

Second Semester

Prof. Holt, Prof. Murphy

GP. 151-152—EARTH SCIENCE (3, 3)

This course, designed for secondary school teachers of Earth Science, emphasizes the materials of the ESCP program.

Both Semesters

Prof. Latham

GP. 197—OPTICAL CRYSTALLOGRAPHY (3)

Principles of optical crystallography; use of petrographic microscope in mineral identification; brief discussion of other standard mineralogical techniques such as x-ray powder, mineralogy, magnetic separation.

First Semester

Prof. Nellis

GP. 198—MICROSCOPIC PETROGRAPHY (3)

Genesis and classification of igneous and metamorphic rocks with special emphasis on physical-chemical principles. Typical rocks and rock suites will be studied with petrographic microscope.

Second Semester

Prof. Nellis

GP. 201-202—ROCK MECHANICS (3, 3)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory and frictional coupling of rock masses.

Both Semesters

Prof. Bombolakis

GP. 221—SEISMOLOGY (4)

Causes and effects of earthquakes, intensity scales, great earthquakes and the seismicity of earth. History of seismic instruments; interpretation of seismograms; paths of seismic rays and construction of travel-time curves; location of epicenters. Studies based on seismograms: focal depth; focal mechanism; magnitude, etc. Laboratory.

First Semester

Prof. Turcotte

GP. 222—SEISMIC INSTRUMENTATION (3)

Theory of seismometer-galvanometer combinations; of electronic amplifiers; determination of constants and transfer functions. Information theory and signal recovery.

Second Semester

Prof. Turcotte

GP. 223—SEISMIC SURVEYING (3)

Application of the seismic methods, both reflection and refraction, to the study of subsurface structure and topography.

By arrangement

Prof. Holt

GP. 224—ELASTIC WAVE THEORY (3)

Stress and strain in an elastic solid; body waves; reflection and refraction of seismic waves; surface waves and dispersion.

Second Semester

Prof. Devane, S.J.

GP. 241-242—GEOTECTONICS (3, 3)

Regional geology, volcanology, petrology and geophysics will be considered in an attempt to formulate a tectonic synthesis relating to the evolution and development of the ocean basins and continental masses. Special emphasis will be placed on orogenic activity at the continental margins; and on thermodynamics and phase equilibria aspects of problems. Construction of geologic maps by photogeology methods, by petrologic studies of tectonites in thin section. Field mapping of tectonically deformed areas.

Not offered in 1966-1967

Prof. Skehan, S.J.

GP. 243-244—VOLCANOLOGY (3, 3)

Data drawn from studies of Recent volcanoes of the world and related deposits and from geothermo research will be analyzed to formulate basic tectonic principles. Relevant data from research in astrogeology will be considered. Thermodynamic and phase equilibria aspects of problems will be emphasized. Construction of geologic maps by methods of photogeology, petrologic studies of volcanic rock in thin section. Field mapping of ancient volcanic sequences.

Both Semesters

Prof. Skehan, S.J.

GP. 251—GEOMAGNETISM (4)

Potential theory is applied to the earth's field and its secular and diurnal variations. Origin of earth's field; cause of variations and of magnetic storms; paleomagnetism; geomagnetic instrumentation. Laboratory.

First Semester

Prof. Radoski, Prof. Ginty

GP. 275—GRAVITY AND GEODESY (3)

The use of gravity variations, deflections of the vertical and satellite data in determining the shape of the earth. Gravity anomalies and isostasy.

First Semester

Prof. Devane, S.J.

GP. 281—METEOROLOGY (3)

Dynamic methods as applied to the atmosphere are introduced. The development of numerical weather prediction and the application of mathematical models to analysis and forecasting are presented.

First Semester

Prof. Brooks

GP. 284—OCEANOGRAPHY (3)

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered with particular emphasis on the Gulf Stream.

Second Semester

Prof. Brooks

GP. 285—PRINCIPLES OF PHASE EQUILIBRIA (3)

The Principles of Phase Equilibria will be considered with emphasis on condensed oxide and silicate systems. The genesis of igneous rocks will be considered in relation to the major rock-making mineralogical systems. The relationship of rock fabrics and courses of crystallization will also be discussed.

Not offered in 1966-1967

Prof. Rockett

GP. 286—GEOCHEMISTRY (4)

This course is divided into two parts; the first, a survey of chemical and physical properties of crystalline solids in light of their atomic structure; the second, the application of chemical and thermodynamic principals to geologic processes. Laboratory.

Second Semester

Prof. Abu-moustafa

GP. 299—READING AND RESEARCH (3)

A study of some problem or area of knowledge with emphasis on extensive reading of current geological and geophysical literature and the writing of reports.

By arrangement

THE DEPARTMENT

GP. 301—THESIS SEMINAR (3, 3)

A supervised research problem.

By arrangement

THE DEPARTMENT

GP. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

GP. 307-308—SEMINAR (2)

Discussion of special problems and current literature; credit may be obtained only by regular participation.

Both Semesters

THE DEPARTMENT

HISTORY (Hs)

Associate Professors: JOHN R. BETTS, JOSEPH T. CRISCENTI, WILLIAM M. DALY, RADU R. FLORESCU, IRA A. GLAZIER, RAYMOND T. McNALLY,* SAMUEL J. MILLER, THOMAS H. O'CONNOR (*Chairman*), THOMAS W. PERRY

Assistant Professors: JOHN R. COX,* SISTER THERESE ANNA DONOVAN, S.U.S.C., JOHN L. HEINEMAN, REV. LEONARD P. MAHONEY, S.J., ALLEN M. WAKSTEIN, REV. JOHN R. WILLIS, S.J., HSIU-LIANG WU

Lecturer: RT. REV. J. JOSEPH RYAN

**On leave of absence fall term 1966*

The department offers programs leading to both the M.A. and the Ph.D. in History.

Candidates for the M.A. in History must earn thirty graduate credits. They may enroll in either the M.A. program without a thesis or the M.A. program with the thesis. The department will usually encourage its abler students, particularly those whose ultimate objective is the Ph.D., to write a thesis. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis, and once permission has been granted, will not normally commence formal work on the thesis until they have passed their comprehensive examinations.

All candidates for the M.A. in History must enroll in History 201—Introduction to Historical Method, and must select a major and a minor field of study. (For the purpose of these regulations, Russian History, English History, and Far Eastern History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History.) With the special permission of the Graduate Committee of the department, a candidate may earn as much as six graduate credits in Classics, Economics, English, Political Science, Sociology, or other related field. Graduate credits earned in a related field will be included in the distribution requirement for a major.

Candidates for the M.A. without a thesis must earn fifteen hours of graduate study in a major field and twelve hours in a minor field. This distribution will include a seminar in each field. The comprehensive examination will normally be taken after the completion of thirty graduate credits. Candidates for the M.A. with the thesis will earn twelve credits of graduate study in a major field and nine credits in a minor field. They also will successfully complete a seminar in their major field, and will normally take their comprehensive examination upon the completion of twenty-four hours of graduate study.

Candidates for the M.A. in American studies without a thesis will earn eighteen hours of graduate study in American History and twelve hours in English, Political Science, Sociology, or related fields. Candidates for the M.A. in American Studies with the thesis will earn twelve hours

of graduate study in American History and twelve hours in English, Political Science, Sociology, or related fields. They will write their thesis in the field of American History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in history will remain in effect.

Candidates for the M.A. in Russian and East European Studies without a thesis will earn eighteen hours of graduate study in Russian and East European History and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in history will remain in effect.

COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES

Hs. 105-106—MEDIEVAL POLITICAL THOUGHT (3, 3)

An introductory consideration of classical political thought will precede a fuller study of Western political thought from the time of the Church Fathers to the end of the Middle Ages.

Prerequisite: Hs. 1-2, or its equivalent.

To be offered 1967-1968

Prof. Daly

Hs. 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (3, 3)

The evolution of the English Constitution from the Anglo-Saxon period to 1485.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 1:00-1:50 (*both sems.*)

Prof. Daly

Hs. (C1.) 109-110—ROMAN HISTORY (3, 3)

A survey of Roman history from earliest times to Constantine.

M., W., F., 3:00-3:50 (*both sems.*)

Prof. Healey, S.J.

Hs. 117-118—MEDIEVAL CULTURE (3, 3)

Thought and letters in Western Europe from St. Augustine to Dante.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 1:00 - 1:50 (*2nd sem. only, 1966-1967*)

Prof. Cox

Hs. 121-122—RENAISSANCE AND REFORMATION (3, 3)

The first semester is devoted to the Renaissance, interpreted primarily as an economic, political, and cultural phenomenon produced by the revival of antiquity and the Italian genius. The Reformation, given during the second semester, is concerned chiefly with the German scene and the work of Martin Luther from an ecumenical point of view.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 1:00-1:50 (*both sems.*)

Prof. Miller

Hs. 131-132—MODERN ENGLISH HISTORY (3, 3)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 3:00-3:50 (*both sems.*)

Prof. Perry

Hs. 137—THE RISE OF NATIONALISM IN EASTERN EUROPE (3)

The course will deal with the problems of the non-German nationalities of the Austro-Hungarian monarchy (South Slavs, Czechs, Slovaks, Rumanians, Transylvanians), and will center on their struggles for autonomy and independence against Hapsburg and Hungarian rule.

Prerequisite: Hs. 1-2, or its equivalent.

T., Th., 3:00 - 4:15 (*1st sem.*)

Prof. Florescu

Hs. 138—EASTERN EUROPE SINCE WORLD WAR I (3)

A study of the political experience of the small nations of Eastern Europe, (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria, and Greece) in the light of the conflict of interest among the Great Powers.

The first part of the course will deal with the progressive disintegration of the French alliance system following World War I. The second part will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

Prerequisite: Hs. 1-2, or its equivalent.

T., Th., 3:00 - 4:15 (*2nd sem.*)

Prof. Florescu

Hs. 143-144—MODERN EUROPEAN DIPLOMATIC HISTORY (3, 3)

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the Cold War.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 3:00 - 3:50 (*both sems.*)

Prof. Mahoney, S.J.

Hs. 147-148—MODERN EUROPEAN SOCIAL AND ECONOMIC HISTORY (3, 3)

The first semester is concerned with the development of the European economy and its transformation from a pre-industrial to a modern industrial society.

The second semester is devoted to the study of the growth and diffusion of modern industrial economics.

Prerequisite: Hs. 1-2, or its equivalent.

T., Th., 3:00 - 4:15

Hs. 153-154—THE RISE OF MODERN GERMANY (3, 3)

A study of the political, intellectual, and economic factors which affected Germany from national unification under Bismark through attempts at European domination under Hitler.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 11:00 - 11:50 (*both sems.*)

Prof. Heineman

Hs. 155-156—MODERN EUROPE: A POLITICAL, CULTURAL, AND SOCIAL HISTORY OF THE TWENTIETH CENTURY (3, 3)

A study of the great cultural and social developments of 20th century Europe, with special attention as to how these manifestations affect the intellectual and political movements of the day: democracy, socialism, fascism, nazism, and communism.

Prerequisite: Hs. 1-2, or its equivalent.

To be offered 1967-1968

Prof. Heineman

Hs. 157-158—THE HISTORY OF MODERN RUSSIA (3, 3)

The geographical and cultural background of modern Russia from the formation of the first Russian state down to the organization and development of the present-day Soviet state.

Prerequisite: Hs. 1-2, or its equivalent.

M., W., F., 3:00 - 3:50 (2nd sem. only, 1966-1967) *Prof. McNally*

Hs. 159—COLONIAL AMERICA (3)

The political, economic, and social development of the American colonies from colonization to the mid-eighteenth century.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 3:00 - 4:15 (1st sem.)

Prof. Criscenti

Hs. 160—THE AMERICAN REVOLUTION (3)

The causes and consequences of the American Revolution.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 3:00 - 4:15 (2nd sem.)

Prof. Criscenti

Hs. 161-162—AMERICAN DIPLOMATIC HISTORY (3, 3)

The study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic to the post-World War II period.

Prerequisite: Hs. 41-42, or its equivalent.

M., W., F., 11:00 - 11:50 (both sems.) *Sr. Therese Anna, S.U.S.C.*

Hs. 163-164—AMERICAN INTELLECTUAL HISTORY (3, 3)

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature and art.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 3:00 - 4:15 (both sems.)

Prof. Betts

Hs. 165-166—AMERICAN SOCIAL HISTORY (3, 3)

Social movements and theories from early colonial times to the modern period. Special reference will be made to such topics as nationalism, the social aspects of democracy, and the problems of modern capitalistic society.

Prerequisite: Hs. 41-42, or its equivalent.

To be offered 1967-1968

Prof. Betts

Hs. 167—POLITICS AND EXPANSION, 1865-1912 (3)

American political development from Reconstruction to the Progressive Movement, with emphasis on conservatism, the origins of reform, and imperialism.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 12:00 - 1:15 (1st sem.)

Prof. Betts

Hs. 168—CONTEMPORARY AMERICA, 1912-1960 (3)

American political development from the era of Woodrow Wilson to the election of John F. Kennedy, with stress upon the rise of Liberalism, the impact of World War I, the 1920's, the Great Depression, the New Deal, World War II, and the Cold War.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 12:00 - 1:15 (2nd sem.)

Prof. Betts

Hs. 169—THE MIDDLE PERIOD (3)

The influence of Jacksonian democracy upon American life and culture, with special emphasis upon New England and the Northeast.

Prerequisite: Hs. 41-42, or its equivalent.

To be offered 1967-1968

Prof. O'Connor

Hs. 170—THE ANTE BELLUM SOUTH (3)

The social and economic life of the South in the decades before the Civil War, with emphasis on the Southern concept of the Constitution and the issue of Negro slavery.

Prerequisite: Hs. 41-42, or its equivalent.

To be offered 1967-1968

Prof. O'Connor

Hs. 171—THE CIVIL WAR (3)

The major factors which contributed to the outbreak of the War Between the States, and the major military and diplomatic developments of that struggle.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 1:30 - 3:00 (1st sem.)

Prof. O'Connor

Hs. 172—THE AGE OF RECONSTRUCTION (3)

The political, social, and economic issues which followed the Civil War and the impact which these factors have had on contemporary American history.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 1:30 - 3:00 (2nd sem.)

Prof. O'Connor

Hs. 175-176—THE HISTORY OF AMERICAN ECONOMIC DEVELOPMENT
(3, 3)

The first semester will present an historical and analytical interpretation of the roots and forces in American economic development. The second semester will deal with the mature development of American capitalism and the introduction, progress, and consequences of a mixed economy.

M., W., F., 3:00 - 3:50 (both sems.)

Prof. Wakstein

Hs. 181—THE COLONIAL PERIOD IN LATIN AMERICA (3)

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 12:00 - 1:15 (1st sem.)

Prof. Criscenti

Hs. 182—ARGENTINA, BRAZIL, AND CHILE (3)

The emergence of Argentina, Brazil, and Chile as great powers in Southern America.

Prerequisite: Hs. 41-42, or its equivalent.

T., Th., 12:00 - 1:15 (2nd sem.)

Prof. Criscenti

Hs. 191-192—HISTORY OF MODERN CHINA: 1600-1949 (3, 3)

The first semester will deal with the later imperial age: China's internal development and foreign impact from 1600 to 1911.

The second semester will trace the political, social, and intellectual developments in the Republican period (1911-1949), resulting from domestic crises and foreign pressures.

M., W., F., 3:00 - 2:50 (both sems.)

Prof. Wu

Hs. 196—AMERICAN CHRISTIANITY (3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

M., W., F., 11:00 - 11:50 (1st sem.)

Prof. Willis, S.J.

Hs. 197-198—THE HISTORY OF RELIGIONS (3, 3)

After an introduction from the fields of history, sociology, and psychology, the lectures of the first semester deal with the Algonquins, Greece and Rome, the Ancient Hebrews, and Judaism.

The lectures of the second semester deal with India and China, Islam, American Protestantism, and the philosophy of religion.

Th., 4:30 - 6:15 (both sems.)

*Profs. Betts, Devenny,
Donovan, Healey, Moriarty, Moynihan*

GRADUATE COURSES

Hs. 201—INTRODUCTION TO HISTORICAL METHOD (3)

A study and application of methods used by historians to gather, assess, set forth, and document historical evidence, together with an introductory survey of historiography.

Required for all graduate students in the department.

M., 4:30 - 6:15 (1st sem.)

Prof. Daly

Hs. 212—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 6TH TO 8TH CENTURIES (3)

Selected questions in the agency of the Papacy, monasticism, and the regional hierarchies in the formation of Western society from Pope Gregory the Great to Charlemagne.

To be offered 1967-1968

Prof. Ryan

- Hs. 214—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 8TH TO 12TH CENTURIES (3)
Religious factors in the growth of medieval society with special reference to movements of reform.
T., 4:30 - 6:15 (2nd sem.) *Prof. Ryan*
- Hs. 219-220—MEDIEVAL FRANCE (3, 3)
A political, social, economic, and cultural history of France from the earliest times to the Renaissance.
T., 4:30 - 6:15 (2nd sem. only, 1966-1967) *Prof. Cox*
- Hs. 236—EUROPE IN THE EIGHTEENTH CENTURY (3)
A study of the survival of traditional monarchy in France as compared with the Enlightened Despotism of Prussia, Austria, and the Mediterranean lands.
To be offered 1967-1968 *Prof. Miller*
- Hs. 241—FRANCE FROM THE BOURBON RESTORATION TO THE SECOND EMPIRE (3)
A study of the domestic and foreign policies of the governments of Louis XVIII, Charles X, Louis Philippe, and Louis Napoleon.
F., 4:30 - 6:15 (1st sem.) *Prof. Mahoney, S.J.*
- Hs. 243—FRANCE FROM NAPOLEON III TO WORLD WAR I (3)
An examination of French foreign policy since the fall of Napoleon III, with particular attention given to the relationship between foreign policy and domestic politics, and with consideration of such other factors as ideological currents and colonial interests.
To be offered 1967-1968 *Prof. Mahoney, S.J.*
- Hs. 245—THE RISE OF NATIONALISM IN THE BALKANS (3)
A study of the factors which contributed to the awakening of national sentiment in Southeast Europe and of the diplomatic consequences attending the establishment of autonomous and independent Balkan states.
Th., 4:30 - 6:15 (1st sem.) *Prof. Florescu*
- Hs. 257-258—THE WESTWARD MOVEMENT (3, 3)
The conquest of the American land mass and the influence of geography on the development of American society.
T., 4:30 - 6:15 (1st sem.) *Prof. Criscenti*
- Hs. 262—ANGLO-AMERICAN RELATIONS (3)
A study of major diplomatic negotiations between the United States and Great Britain from 1783 to the present. The mutual impact of intellectual, economic, and social movements will also be discussed.
M., 4:30 - 6:15 (2nd sem.) *Sr. Therese Anna, S.U.S.C.*

Hs. 271—THE AGE OF JACKSON (3)

The impact of Jacksonian democracy upon the political, social, cultural, and economic aspects of American life, with particular emphasis upon New England and the Northeast.

Th., 4:30 - 6:15 (2nd sem.)

Prof. O'Connor

Hs. 273—THE CIVIL WAR (3)

A study of the War Between the States and its impact upon American life and society.

To be offered 1967-1968

Prof. O'Connor

Hs. 274—AMERICAN NATIONALISM IN 19TH CENTURY

An intellectual, cultural, and political approach to nationalism from Alexander Hamilton to Theodore Roosevelt.

F., 4:30 - 6:15 (2nd sem.)

Prof. Betts

Hs. 284—THE URBANIZATION OF AMERICA (3)

An examination of the process of urbanization and the character of city growth since the Civil War. Attention will be given to the internal structure, functions, and problems, and the external relationship of the cities as they grew from fledgling industrial towns to modern metropolises.

W., 4:30 - 6:15 (1st sem.)

Prof. Wakstein

GRADUATE SEMINARS

Hs. 299—READING AND RESEARCH (3)

A study of primary sources and authoritative secondary material for a deeper knowledge of some problem previously studied or of some area in which the candidate is deficient.

By arrangement

THE DEPARTMENT

Hs. 301—THESIS SEMINAR (3, 3)

Direction of research problem.

By arrangement

THE DEPARTMENT

Hs. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

Hs. 310—SEMINAR: MEDIEVAL HISTORY (3)

M., 4:30 - 6:15 (2nd sem.)

Prof. Daly

Hs. 321—SEMINAR: 17TH CENTURY EUROPE (3)

W., 4:30 - 6:15 (2nd sem.)

Prof. Miller

Hs. 326—SEMINAR: 18TH CENTURY ENGLAND (3)

W., 4:30 - 6:15 (2nd sem.)

Prof. Perry

- Hs. 340—SEMINAR: MODERN ITALY SINCE 1750 (3)
Th., 4:30 - 6:15 (*2nd sem.*)
- Hs. 355—SEMINAR: EUROPEAN FASCISM (3)
W., 4:30 - 6:15 (*1st sem.*) *Prof. Heineman*
- Hs. 371—SEMINAR: THE AGE OF JACKSON (3)
Th., 4:30 - 6:15 (*1st sem.*) *Prof. O'Connor*
- Hs. 377—SEMINAR: AMERICAN INTELLECTUAL HISTORY (3)
F., 4:30 - 6:15 (*1st sem.*) *Prof. Betts*
- Hs. 378—SEMINAR: AMERICAN URBAN HISTORY (3)
W., 4:30 - 6:15 (*2nd sem.*) *Prof. Wakstein*
- Hs. 393-394—SEMINAR: MODERN CHINA: 1644-1911 (3, 3)
W., 4:30 - 6:15 (*both sems.*) *Prof. Wu*

PROGRAM IN AMERICAN STUDIES

The Graduate School of Arts and Sciences offers a program in American Studies leading to the Master of Arts in American Studies degree. The four major departments participating in the program are English, Political Science, History, and Sociology. Graduate students qualifying for the program will major in one of the four departments and minor in one or two others, the program of each student to be determined by the major department.

Candidates for the M.A. in American Studies without the thesis will earn eighteen hours of graduate study in the major field and twelve hours in the minor field or fields. Candidates for the M.A. in American Studies with the thesis will earn twelve hours of graduate study in the major field and twelve hours in the minor field or fields. They will write their thesis in their major field, and members of both the major and the minor departments will read the thesis.

The program will be administered by the American Studies Committee, composed of representatives from each department and a coordinating chairman. Courses offered by other related disciplines such as Art, Economics, Education, Philosophy, Psychology, and Social Work may be taken as electives by qualified candidates in order to fulfill the thirty-credit requirement for the M.A. degree.

American Studies is a program directed to the study of the American past and present in broad dimensions, including American history, government, literature, and social structure. Inter-disciplinary study offers the different and changing perspectives of modern scholarship and seeks the integration of knowledge in an age of specialization.

Courses offered toward the M.A. in American Studies in the four major fields include:

ENGLISH

- EN. 200—BIBLIOGRAPHY METHOD (3)
- EN. 272—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)
- EN. 281—THE SOUTHERN RENAISSANCE IN CONTEMPORARY LITERATURE (3)
- EN. 282—CONTEMPORARY AMERICAN POETRY (3)
- EN. 370—SEMINAR IN MELVILLE (3)

HISTORY

- Hs. 159—COLONIAL AMERICA (3)
- Hs. 160—THE AMERICAN REVOLUTION (3)
- Hs. 161-162—AMERICAN DIPLOMATIC HISTORY (3, 3)
- Hs. 163-164—AMERICAN INTELLECTUAL HISTORY (3, 3)
- Hs. 167—POLITICS AND EXPANSION: 1865-1912 (3)
- Hs. 168—CONTEMPORARY AMERICA: 1912-1960 (3)
- Hs. 171—THE CIVIL WAR (3)
- Hs. 172—THE AGE OF RECONSTRUCTION (3)
- Hs. 175-176—HISTORY OF AMERICAN ECONOMIC DEVELOPMENT (3, 3)
- Hs. 196—AMERICAN CHRISTIANITY (3)
- Hs. 257-258—THE WESTWARD MOVEMENT (3, 3)
- Hs. 262—ANGLO-AMERICAN RELATIONS (3)
- Hs. 271—THE AGE OF JACKSON (3)
- Hs. 274—AMERICAN NATIONALISM IN THE NINETEENTH CENTURY (3)
- Hs. 284—THE URBANIZATION OF AMERICA (3)
- Hs. 371—SEMINAR: THE AGE OF JACKSON (3)
- Hs. 377—SEMINAR: AMERICAN INTELLECTUAL HISTORY (3)
- Hs. 378—SEMINAR: AMERICAN URBAN HISTORY (3)

POLITICAL SCIENCE

- Po. 200—BIBLIOGRAPHY AND METHODS (3)
- Po. 203—THE UNITED STATES CONGRESS (3)
- Po. 204—THE AMERICAN PRESIDENCY (3)
- Po. 208—PROBLEMS IN PUBLIC ADMINISTRATION (3)
- Po. 211—POLITICAL PARTIES AND PRESSURE GROUPS

PROGRAM IN MEDIEVAL STUDIES

ADMINISTRATIVE COMMITTEE:

The Dean together with the chairmen of the Departments of English, History, Modern Languages, and Philosophy.

The Graduate School of Arts and Sciences offers a program in Medieval Studies leading to the Master of Arts degree. The degree may be obtained in the English, History, Modern Languages, and Philosophy Departments, which lay down requirements as follows:

ENGLISH DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval English and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the English Department, and will be also read by a member of the department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

HISTORY DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval History and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the History Department, and will be also read by a member of the department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

MODERN LANGUAGE DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval French and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the Modern Language Department, and will be also read by a member of the department in the

related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

PHILOSOPHY DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval Philosophy and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the Philosophy Department, and will be also read by a member of the department in the related area of study. In addition to the language requirement of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

Courses offered toward the M.A. in Medieval Studies in the four fields include:

ENGLISH

- EN. 201—OLD ENGLISH (3)
- EN. 202—OLD ENGLISH EPIC (3)
- EN. 211-212—CHAUCER I, II (3, 3)
- EN. 220-221—ENGLISH LITERATURE TO 1500 I, II (3, 3)

HISTORY

- Hs. 105-106—MEDIEVAL POLITICAL THOUGHT (3, 3)
- Hs. 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (3, 3)
- Hs. 117-118—MEDIEVAL CULTURE (3, 3)
- Hs. 212—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 6TH TO 8TH CENTURIES (3)
- Hs. 214—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 8TH TO 12TH CENTURIES (3)
- Hs. 219-220—MEDIEVAL FRANCE (3, 3)
- Hs. 310—SEMINAR: MEDIEVAL HISTORY (3)

MODERN LANGUAGES

- FR. 205-206—HISTORY OF THE FRENCH LANGUAGE (3, 3)
- FR. 215—THE FRENCH EPIC (3)
- FR. 216—THE ROMAN COURTOIS (3)

- FR. 217—OLD FRENCH LYRICS (3)
FR. 218—MIDDLE FRENCH LYRICS (3)
FR. 220—THE MEDIEVAL THEATRE IN FRANCE (3)
FR. 222—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)
GM. 205-206—HISTORY OF THE GERMAN LANGUAGE (3, 3)
GM. 215—COURTLY EPIC IN THE MIDDLE HIGH GERMAN PERIOD (3)
GM. 218—LYRIC POETRY OF THE HIGH MIDDLE AGES (3)
GM. 220—THE NIBELUNGENLIED (3)
IT. 215—DANTE: MINOR WORKS AND *Inferno* (3)
IT. 216—DANTE: *Purgatorio* and *Paradiso* (3)
IT. 219—THE WORKS OF PETRARCA (3)
IT. 220—THE WORKS OF BOCCACCIO (3)
SP. 205-206—HISTORY OF THE SPANISH LANGUAGE (3, 3)
SP. 215—THE SPANISH EPIC (3)
SP. 216—THE LIBRO DE BUEN AMOR (3)
SP. 217—SPANISH PROSE IN THE MIDDLE AGES (3)
SP. 218—SPANISH POETRY OF THE FIFTEENTH CENTURY (3)
SP. 219—THE ROMANCERO (3)
ML. 211-212—ROMANCE PHILOLOGY (3, 3)
ML. 213-214—ARTHURIAN LEGEND IN THE MIDDLE AGES (3, 3)
ML. 217-218—EUROPEAN LYRIC POETRY IN THE MIDDLE AGES (3, 3)

PHILOSOPHY

- PL. 206—SCOTUS AND OCKHAM (3)
PL. 212—ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION (3)
PL. 246—ST. THOMAS AND THE ARABIC PHILOSOPHERS (3)
PL. 277—ILLUMINATION THEMES IN MEDIEVAL THOUGHT (3)
PL. 299—MEDIEVAL PHILOSOPHY (3)
PL. 319—THEORY OF SCIENCE IN ARISTOTLE AND ST. THOMAS (3)
PL. 371—GOD AND HUMAN KNOWLEDGE (3)

RUSSIAN AND EAST EUROPEAN CENTER

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an inter-departmental program of Russian and East European studies on the graduate level. This center is being supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The long-range aim of this center is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, and philosophy in order to present students with a wide and varied range of courses in this area of study.

This program of study is specifically set up to help to prepare students for work in the State Department, intelligence agencies, U.S. Information Agency, research, college teaching, and foreign trade.

It should be clear to the students entering this program that it is an inter-departmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the center will be granted to students *in addition to* the degrees which they have earned in history, economics, political science, languages, or philosophy.

A mastery of the Russian language is essential, plus the knowledge of at least one eastern European language.

The graduate thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the center.

Courses offered in the Russian and East European area of study include:

ECONOMICS

Ec. 297—SOVIET ECONOMIC SYSTEM (3)

Ec. 298—COMPARATIVE ECONOMIC SYSTEMS (3)

HISTORY

Hs. 137—THE RISE OF NATIONALISM IN EASTERN EUROPE (3)

Hs. 138—EASTERN EUROPE SINCE WORLD WAR I (3)

Hs. 157-158—THE HISTORY OF MODERN RUSSIA (3, 3)

Hs. 245—THE RISE OF NATIONALISM IN THE BALKANS (3)

MODERN LANGUAGES

SL. 261—READINGS IN DOSTOEVSKY (3)

SL. 262—READINGS IN CHEKHOV (3)

SL. 263—READINGS IN PUSHKIN (3)

SL. 264—READINGS IN TOLSTOY (3)

SL. 292—STRUCTURE OF MODERN RUSSIAN (3)

SL. 293—OLD CHURCH SLAVONIC (3)

SL. 294—OLD RUSSIAN (3)

PHILOSOPHY

- PL. 237—FROM HEGEL TO MARX (3)
- PL. 242—CONTEMPORARY SOVIET PHILOSOPHY (3)
- PL. 247—CONTEMPORARY MARXISM (3)
- PL. 275—HISTORY OF RUSSIAN PHILOSOPHY (3)

POLITICAL SCIENCE

- PO. 153—SOVIET POLITICAL INSTITUTIONS (3)
- PO. 156—SOVIET FOREIGN POLICY (3)
- PO. 158—GOVERNMENT AND POLITICS OF EAST CENTRAL
EUROPE (3)
- PO. 254—SINO-SOVIET RELATIONS (3)

MATHEMATICS (Mt.)

Professors: LOUIS O. KATTSOFF,** RENÉ J. MARCOU, JOSEPH A. SULLIVAN (*Associate Chairman*)

Associate Professors: REV. STANLEY J. BEZUSZKA, S.J., (*Chairman*), GERALD G. BILODEAU*, SAMUEL S. HOLLAND, JR., ROSE M. RING

Assistant Professors: AUGUSTUS J. FABENS, REV. WALTER J. FEENEY, S.J., ABUL M. SAYIED, JOHN P. SHANAHAN, PAUL R. THIE, DONALD R. WEIDMAN

* *On leave of absence Fall Term 1966.*

** *On leave of absence Spring Term 1967.*

DEPARTMENTAL REQUIREMENTS

The Department offers two programs leading to the M.A. in Mathematics. In one, twenty-four hours of course work and a thesis are required. In the other, thirty hours of course work and participation in a non-credit seminar (Mt. 307-308) are required.

The student may choose either program to fulfill the requirements for the degree. Students in both programs, usually upon completion of their course work, must pass a comprehensive examination in Algebra and Real and Complex Analysis. The subject matter for this examination is essentially the content of Mt. 133-134, Mt. 231-232, and Mt. 235-236.

COURSES OF INSTRUCTION

MT. 133—INTRODUCTION TO ABSTRACT ALGEBRA I (3)

This course consists of an introduction to algebraic structures: groups, rings, fields. Topics include elementary number theory, homomorphism theorems, quotient structures, and polynomial rings.

M., W., F., 11:00 - 11:50 (*1st sem.*) *To be announced*

MT. 134—INTRODUCTION TO ABSTRACT ALGEBRA II (3)

This course covers the elements of linear algebra. Topics covered include vector spaces, linear transformations, matrices, determinants, and bilinear forms.

M., W., F., 11:00 - 11:50 (*2nd sem.*) *To be announced*

MT. 137—ADVANCED CALCULUS I (3)

Topics covered include elementary differential geometry of curves, a systematic treatment of the differential and integral calculus of function of several variables, line and surface integrals.

M., W., F., 12:00 - 12:50 (*1st sem.*) *Prof. Sullivan*

MT. 138—ADVANCED CALCULUS II (3)

A continuation of Mt. 137. Topics covered include a systematic treatment of sequences and series, improper integrals, Fourier series.

M., W., F., 12:00 - 12:50 (*2nd sem.*) *Prof. Sullivan*

MT. 141—VECTOR ANALYSIS (3)

Topics covered include the algebra and calculus of vectors, symbolic operators, and integral theorems.

M., W., F., 11:00 - 11:50 (*1st sem.*)

Prof. Marcou

MT. 142—PARTIAL DIFFERENTIAL EQUATIONS OF PHYSICS (3)

Topics covered include the equations of Poisson and Laplace, the wave equation, generalized (curvilinear) coordinate transformations, Fourier series and orthogonal functions.

M., W., F., 11:00 - 11:50 (*2nd sem.*)

Prof. Marcou

MT. 215-216—GROUP THEORY: RING AND FIELD THEORY (3, 3)

Fundamental notions and properties of groups: subgroups and quotient groups with special emphasis on finite groups. Rings; fields. Ideals; factorization; quotient ring. Homomorphism. Field extensions.

M., W., F., 11:00 - 11:50 (*both sems.*)

Prof. Sayied

MT. 225-226—TOPOLOGY I, II (3, 3)

Basic concepts of point set topology including separation axioms, connectedness, compactness, continuous mappings, function spaces, metric spaces, and completeness; introduction to algebraic topology. Other topics as time permits.

M., W., F., 12:00 - 12:50 (*both sems.*)

To be announced

MT. 231-232—REAL ANALYSIS I, II (3, 3)

Real number system. Basic topological concepts and metric spaces. Sequences and continuity. Riemann-Stieltjes integral. Lebesgue measure and integral.

M., W., F., 4:00 - 4:50 (*both sem.*)

Prof. Shanahan

MT. 235-236—THEORY OF FUNCTIONS OF A COMPLEX VARIABLE I, II
(3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

M., W., F., 3:00 - 3:50 (*both sems.*)

To be announced

MT. 243-244—SELECTED TOPICS IN APPLIED MATHEMATICS I, II (3, 3)

Treatment of Bessel, Beta, Gamma and other functions. Legendre associated polynomials. Hamilton's principle and equations. Lagrange equations. Schroedinger wave equation. Maxwell's equations of classical electromagnetics.

By arrangement

Prof. Bezuska, S.J.

MT. 245-246—LAPLACE TRANSFORMATIONS I, II (3, 3)

Properties and inverse of the Laplace transform with applications to simple functions; transforms of algebraic rational fractions and integro-differential equations. Solution of one-dimensional problems in electrical and mechanical systems.

Not offered 1966-1967

MT. 249—TENSOR CALCULUS (3)

Vectors; covariant, contravariant and mixed tensors. Christoffel symbols. Covariant differentiation. Ricci tensor.

Not offered 1966-1967

MT. 250—RIEMANNIAN GEOMETRY (3)

Riemannian metric. Curvature of Riemannian space; varieties; hypersurfaces.

Not offered 1966-1967

MT. 253-254—DIFFERENTIAL GEOMETRY I, II (3, 3)

Plane and space curves. Intrinsic equations of a curve. Serret-Frenet formulas. First and second fundamental quadratic forms of a surface. Principal curvatures, mean and Gauss curvatures of a surface. Theorems of Meusnier and Euler. Dupin's indicatrix. Gauss characteristic equation and the Mirrardi-Codzzi relations. Geodesics and geodesic parallels. Ruled surfaces, lines of striction. Rectilinear congruences.

T., Th., 3:00 - 4:15 (*both sems.*)

Prof. Marcou

MT. 257-258—PROBABILITY I, II (3, 3)

The axioms and classical limit theorems of probability. Markov chains. The Poisson process and other stochastic processes. Queues.

Not offered 1966-1967

MT. 263-264—FUNCTIONAL ANALYSIS I, II (3, 3)

The course varies from year to year. Ordinarily, the topics discussed in any given year are selected from the following: Hilbert space, including the theory of unbounded operators. Classical Banach space theory. Locally convex topological linear spaces. Theory of commutative Banach algebras. Theory of von Neumann algebras.

M., W., F., 1:00 - 1:50 (*both sems.*)

Prof. Holland

MT. 283—MATHEMATICAL LOGIC (3)

A careful and rigorous study of the statement calculus, the predicate calculus, and relations. Decision procedures. Completeness and decidability. The statement calculus as an interpreted Boolean algebra. Graphing the statement calculus. Intuitive set theory. Brief consideration of modal and many-valued logical systems.

T., Th., 1:30 - 2:45 (*1st sem.*)

Prof. Kattsoff

MT. 284—FOUNDATIONS OF MATHEMATICS (3)

The axiomatic method. Axiomatic set theory. Transfinite ordinal and cardinal numbers and their arithmetic. Intuitionist, Formalist, and Logistic approaches to mathematics. Metamathematics and Gödel's Incompleteness Proof. The real number system and the concept of infinity.

T., Th., 1:30 - 2:45 (*2nd sem.*)

Prof. Feeney, S.J.

MT. 293-294—NUMERICAL ANALYSIS I, II (3, 3)

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

T., Th., 3:00 - 4:15 (*both sems.*)

Prof. Ring

MT. 299—READING AND RESEARCH (3, 3)

By arrangement

THE DEPARTMENT

MT. 301—THESIS SEMINAR (3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement

THE DEPARTMENT

MT. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

MT. 307-308—SEMINAR

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt. 301.

T., 3:00 - 4:15 (*both sems.*)

To be announced

MATHEMATICS INSTITUTE

MASTER OF ARTS (NON-RESEARCH) DEGREE

ACCEPTANCE. The Master of Arts (non-research) degree in mathematics is designed for teachers of mathematics and science. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper-division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Chairman of the Mathematics Department in each instance.

COURSE CREDITS. A minimum of thirty graduate credits are required for the master's degree. Not more than six credits of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean and the Chairman of the Mathematics Department.

MODERN LANGUAGE REQUIREMENT. There is no modern language requirement for the Master of Arts (non-research) degree in mathematics.

COMPREHENSIVE EXAMINATION. Before the master's degree is awarded the candidate must pass a written comprehensive examination on his course work.

THESIS. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Chairman of the Mathematics Department before the degree is awarded.

NATIONAL SCIENCE FOUNDATION

ACADEMIC YEAR PROGRAM

Mt. 141-NSF—VECTOR ANALYSIS AND APPLICATIONS OF MODERN
MATHEMATICS TO PHYSICS

Mt. 151-NSF—PROBABILITY

Mt. 152-NSF—STATISTICAL INFERENCE

Mt. 215-NSF—ELEMENTARY AND INTERMEDIATE ALGEBRA TREATED
FROM THE STANDPOINT AND METHODOLOGY OF MODERN
ALGEBRA

Mt. 221-NSF—SEMINAR: TOPICS IN CONTEMPORARY MATHEMATICS

Mt. 231-NSF—ELEMENTS OF REAL VARIABLE (WITH SELECTED TOPICS
FROM COMPLEX VARIABLE)

Mt. 233-NSF—MODERN ALGEBRA (SELECTED TOPICS) GEOMETRIC
SYSTEMS: DEVELOPMENT OF EUCLIDEAN AND NON-
EUCLIDEAN GEOMETRIES

Mt. 247-NSF—COMPUTER ORIENTED MATHEMATICS, PROGRAMMING
AND APPLICATIONS

Mt. 289-NSF—INTRODUCTION TO THE CONCEPTS AND OPERATIONS OF
SYMBOLIC (MATHEMATICAL) LOGIC

Mt. 295-NSF—FUNDAMENTALS OF MATHEMATICAL ANALYSIS AND
ANALYTIC GEOMETRY

MODERN LANGUAGES

Professors: REV. JOSEPH D. GAUTHIER, S.J., VINCENT A. McCROSSEN, ERNEST A. SICILIANO, JOSEPH SZÖVERFFY

Associate Professors: NORMAND R. CARTIER (*Chairman*), GUILLERMO L. GUITARTE, LAWRENCE G. JONES

Assistant Professors: NORMAN ARAUJO, ROBERT J. CAHILL, JOSEPH FIGURITO, VERA G. LEE, ROBERT L. SHEEHAN, BARCLAY TITTMANN, REBECCA M. VALETTE, LILY CHEN WANG

Instructors: ERNA BABER, ROBERT C. BOWEN, JANET Q. LEUCI, LILLIAN WILLENS

Visiting Professors: HEINZ BLUHM, WOLFGANG NEHRING, GEORGES ZAYED

GRADUATE PROGRAMS IN MODERN LANGUAGES

The Department of Modern Languages offers M.A. and M.A.T. programs in French, German and Spanish. Course offerings and degree requirements have been organized to provide the candidates with a solid grasp of their general field of interest, as a foundation for subsequent doctoral work, or in preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or in the development of his proficiency as a language teacher.

Graduate courses are also offered in Italian and in Slavic Studies, to qualified students and teachers eager to increase their competence in these areas. With permission of the Department, degree candidates in French, German or Spanish, who have completed course coverage of their major field, may take these courses for credit towards their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in French, German or Spanish, toward fulfillment of their course requirements, once these candidates have covered their chosen field.

DEPARTMENTAL REQUIREMENTS

Prerequisites for admission as degree candidates

Whether students apply for admission as candidates for the M.A. or the M.A.T. degree, the 18 upper-division credits required as a minimum by the Graduate School of Arts and Sciences is translated into the following terms by the Department of Modern Languages:

1) Students must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.

2) At least one period or genre course in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

3) Candidates must have acquired an active command of their major language, and be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, German or Spanish.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

The Master of Arts Degree

Candidates for the M.A. in Modern Languages must take at least one course in each of the major periods of their chosen literature. In addition, they are expected to acquire first-hand knowledge of the masterpieces included in the Departmental Reading Lists, designed to fill whatever gaps may remain in the candidates' general coverage of their field.

The Master of Arts in Teaching

Candidates for the M.A.T. in Modern Languages must earn at least fifteen credits in their major language and literature. Their program should include courses in Advanced Composition and Stylistics, and the Teaching of Modern Languages, if their previous training does not include these subjects. In addition, they are expected to familiarize themselves with those works in the Departmental Reading Lists, which are designated as required for all degree candidates.

Comprehensive Oral Examinations

Upon completion of his course requirements, an M.A. or M.A.T. candidate must pass a comprehensive oral examination, of no more than one hour's duration, to demonstrate mastery of his field in the following respects:

1) Knowledge of literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the Departmental Reading Lists.

2) Fluency in the use of his major language. A sufficient portion of the examination is conducted in French, German, or Spanish, to determine the candidate's proficiency.

3) A general knowledge of the history of the language which the candidate expects to teach.

The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate, and who gives positive indications of ability to produce original, meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Chairman, upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

Candidates for the M.A.T. are not permitted to offer a thesis, in view of the relatively small number of courses they take in the Department. However, their ability to do individual work at the graduate level is demonstrated in seminar work and term papers.

Teaching Fellowships and Graduate Assistantships

A number of teaching fellowships are available to M.A. candidates in French, German and Spanish. Initial stipends of \$2100, plus full remission of tuition, are increased to \$2300. for the second year, provided the quality of the candidates' work justifies renewal of their appointments.

Graduate assistantships carry a stipend of \$1800, plus full remission of tuition. Recipients are expected to do clerical work in the Department, or to assist in the language laboratory.

Appointments are competitive; they are based upon the candidates' academic background and experience. In the case of teaching fellows, particularly, a personal interview is desirable.

COURSES OF INSTRUCTION

For intensive reading courses in French and German, consult the catalogue of the College of Arts and Sciences.

FRENCH (FR)

FR. 205-206—HISTORY OF THE FRENCH LANGUAGE (3, 3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. *Conducted in French.*

M., W., 4:00 - 5:15 (*both sems.*)

Prof. Tittmann

FR. 215—THE FRENCH EPIC (3)

Study of the *Chanson de Geste*. Origins and development of the cycles glorifying the exploits of Charlemagne, Guillaume d'Orange Renaud de Montauban, Garin de Montglane, and Godefroy de Bouillon. The *Chanson de Roland* will be analyzed as a model. *Conducted in French.*

W., 4:30-6:15 (*1st sem.*)

Prof. Cartier

FR. 216—THE ROMAN COURTOIS (3)

Study of the Romans Antiques, the works of Chretien de Troyes and his followers. The doctrine of courtly love illustrated in the aristocratic novel and its allegorical sublimation in the *Roman de la Rose*. *Conducted in French*.

W., 4:30-6:15 (2nd sem.)

Prof. Cartier

FR. 217—OLD FRENCH LYRICS (3)

Indigenous poetry of Northern France and the heritage of the troubadours of Provence. Selections from the trouvères, Jean Bodel, Rutebeuf, Thibaut de Champagne, Adam le Bossu and others. Love, life in the Middle Ages, and the crusades as sources of inspiration. *Conducted in French*.

To be offered 1968-1969

Prof. Cartier

FR. 218—MIDDLE FRENCH LYRICS (3)

Appearance and growth of the personal element in the lyric poetry of the 14th and 15th Centuries. Machaut, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orléans and others. The course will be focused upon the poetry of François Villon. *Conducted in French*.

To be offered 1968-1969

Prof. Cartier

FR. 220—THE MEDIEVAL THEATRE IN FRANCE (3)

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Miracle de Théophile* and selections from the *Mistères de la Passion* will be analyzed. Development of the mediaeval comedy will be studied in *Courtois d'Arras*, *le Jeu de la Feuillée*, *la Farce de Pathelin*, and others. *Conducted in French*.

To be offered 1967-1968

Prof. Cartier

FR. 222—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)

The deviation of the fourth Crusade and the conquest of Constantinople; the life and deeds of Saint Louis; the Hundred Years War and expeditions of the French and English into Spain, Italy, Africa and the Near East; Louis XI's struggle against Burgundy and the birth of the modern state. Villehardouin, Joinville, Froissart and Commines as witnesses of their times. *Conducted in French*.

To be offered 1967-1968

Prof. Cartier

FR. 225—STUDIES IN RABELAIS (3)

The great humanistic surge of the 16th century in France, and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in *Gargantua and Pantagruel*. "Le gigantisme" as an instrument of satire. *Conducted in French*.

To be offered 1967-1968

FR. 227—STUDIES IN MONTAIGNE (3)

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosmos. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience. *Conducted in French.*

To be offered 1967-1968

FR. 231—MORALISTS OF THE XVIIITH CENTURY (3)

A study of ideas and reflections of the writers of the period. The works of François de Sales, Pascal, Descartes, La Bruyère, Bossuet and La Rochefoucauld will be discussed. *Conducted in French.*

To be offered 1967-1968

Prof. Figurito

FR. 233—THE PLAYS OF CORNEILLE (3)

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works. *Conducted in French.*

T., 4:30-6:15 (1st sem.)

Prof. Figurito

FR. 234—THE TRAGEDIES OF RACINE (3)

The Jansenistic trend and its influence on Racine. Classical theories with more human *vraisemblance*. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son. *Conducted in French.*

T., 4:30-6:15 (2nd sem.)

Prof. Figurito

FR. 235—THE COMEDY OF MOLIÈRE (3)

A study of the development of French comedy from farce and *com-media dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Molière as a writer, director, producer and actor. Influence of Gassendi and Italian theatre. *Conducted in French.*

To be offered 1967-1968

Prof. Figurito

FR. 241—THE FRENCH ENLIGHTENMENT (3)

The philosophers of Enlightenment and the ideal of progress in *l'Encyclopédie*. The role of Montesquieu, Voltaire, Diderot, Rousseau and others in formulating and disseminating the ideas that led to the French Revolution and influenced the modern way of life. *Conducted in French.*

W., 4:30-6:15 (1st sem.)

Prof. Lee

FR. 243—THE EIGHTEENTH CENTURY NOVEL (3)

An analysis of narrative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the *contes* and *romans* of Prévost, Voltaire, Diderot and Rousseau. *Conducted in French.*

To be offered 1967-1968

Prof. Lee

FR. 248—PRE-ROMANTICISM IN FRENCH LITERATURE (3)

New sources of inspiration, as harbingers of the Romantic movement, in the works of l'Abbé Prévost, Rousseau, Bernardin de Saint-Pierre, Chateaubriand, Madame de Stael, and Benjamin Constant. *Conducted in French.*

W., 4:30-6:15 (2nd sem.)

Prof. Lee

FR. 252—ROMANTIC POETRY OF THE XIXTH CENTURY (3)

The literary doctrine, themes and artistic virtuosity of the romantic poets, as they appear in most significant creations of Lamartine, Hugo, Musset and Vigny. *Conducted in French.*

To be offered 1967-1968

Prof. Araujo

FR. 255—BALZAC'S HUMAN COMEDY (3)

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "comédie humaine". *Conducted in French.*

M., 4:30-6:15 (1st sem.)

Prof. Araujo

FR. 256—STENDHAL AND FLAUBERT (3)

The evolution of the realist novel in the nineteenth century, as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality. *Conducted in French.*

To be offered 1967-1968

Prof. Araujo

FR. 258—CONTES ET NOUVELLES IN THE NINETEENTH CENTURY (3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet. *Conducted in French.*

M., 4:30-6:15 (2nd sem.)

Prof. Araujo

FR. 259—THE PARNASSIAN POETS (3)

L'Art pour l'art as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Hérédia. *Conducted in French.*

T., 4:30-6:15 (1st sem.)

Prof. Zayed

FR. 260—VERLAINE AND RIMBAUD (3)

The lyrical genius of "Pauvre Lelian" and his creation of music with symbols: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence. Rimbaud's experiment with "le dérèglement des sens" and *Saison en Enfer*. His contribution to the development of modern trends in French poetry. *Conducted in French.*

T., 4:30-6:15 (2nd sem.)

Prof. Zayed

FR. 261—BAUDELAIRE (3)

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "le frisson nouveau", *correspondances* and symbol. *Les Fleurs du Mal* at the poetic crossroads of the XIXth century. *Conducted in French.*

Th., 4:30-6:15 (1st sem.)

Prof. Zayed

FR. 262—THE POETRY OF CLAUDEL AND VALERY (3)

Two poetic visions of man and the world. Symbolism as the handmaid of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valery. *Conducted in French.*

Th., 4:30-6:15 (2nd sem.)

Prof. Zayed

FR. 263—PROUST: THE MAN AND HIS WORKS (3)

Problems in Proustian studies concerning early versions of "A la recherche du temps perdu", time, the two memories, and the Proustian vision of the world, will constitute the core of the course. *Conducted in French.*

To be offered 1967-1968

Prof. Gauthier, S.J.

FR. 264—THE FRENCH NOVEL IN THE TWENTIETH CENTURY (3)

Transitional problem of the novel, as it evolved from its nineteenth century prototype: the problem of adolescence and various solutions proposed in the works of Alain Fournier, Cocteau, Gide, Colette, Mauriac, Malraux and others. *Conducted in French.*

To be offered 1967-1968

Prof. Gauthier, S.J.

FR. 265—THE LITERATURE OF EXISTENTIALISM IN FRANCE (3)

Analysis of representative works of Sartre, Simone de Beauvoir, and Camus. The anti-novel of Robbe-Grillet and Butor. The theatre of Ionesco, Beckett and Genet as an expression of existentialist doctrine. *Conducted in French.*

To be offered 1967-1968

Prof. Gauthier, S.J.

FR. 267—SURREALISM IN FRANCE (3)

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al. *Conducted in French.*

M., 4:30-6:15 (1st sem.)

Prof. Gauthier, S.J.

FR. 268—FRANÇOIS MAURIAC (SEMINAR) (3)

The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Genetrix. *Conducted in French.*

W., 4:30-6:15 (2nd sem.)

Prof. Gauthier, S.J.

FR. 269—ANDRÉ GIDE (SEMINAR) (3)

Discussion will deal with the author's life and the basic tenets of "le gicisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France. *Conducted in French.*

W., 4:30-6:15 (1st sem.)

Prof. Gauthier, S.J.

FR. 272—THE FRENCH THEATRE IN THE TWENTIETH CENTURY (3)

A study of French drama and stage production from World War I to the present time. Special attention will be given to plays of Claudel, Sartre, Camus and the contemporary "theatre of the absurd". *Conducted in French.*

To be offered 1967-1968

Prof. Lee

FR. 281—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. *Conducted in French.*

T., Th., 4:30 - 5:45 (1st sem.)

Prof. Willens

FR. 282—FRENCH STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics, and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in French.*

T., Th., 4:30 - 5:45 (2nd sem.)

Prof. Willens

GERMAN (GM)

GM. 205-206—HISTORY OF THE GERMAN LANGUAGE (3, 3)

Major stages of its development (the Germanic Period, Old High German, Middle High German, Early New High German, and New High German). The influence of courtly culture, Humanism, the Reformation, Baroque society, Pietism, Enlightenment, Classicism, and the Romantic School on German language and style. Literary and linguistic problems. *Conducted in German.*

To be offered 1967-1968

Prof. Szöverffy

GM. 215—COURTLY EPIC IN THE MIDDLE HIGH GERMAN PERIOD (3)

Reading and discussion of courtly authors such as Heinrich von Veldeke, Hartmann von Aue, Wolfram von Eschenbach et al. French models will be studied and stylistic differences analyzed. *Conducted in German.*

W., 4:30 - 6:15 (2nd sem.)

Prof. Szöverffy

GM. 218—LYRIC POETRY OF THE MIDDLE AGES (3)

A systematic study of the German Minnesang between 1150 and 1230. Reading of major authors from von Kürenberg to Walther von der Vogelweide. *Conducted in German.*

To be offered 1967-1968

Prof. Szöverffy

GM. 220—THE NIBELUNGENLIED (3)

A close study of the text, its literary and philological problems. Possible origins and development of the early stages to the ältere Nibelungennot. Influence of courtly culture *Conducted in German.*

W., 4:30-6:15 (2nd sem.)

Prof. Szöverffy

GM. 225—GERMAN LITERATURE OF THE REFORMATION (3)

German authors at the end of the Middle Ages from Ackermann aus Böhmen to the beginning of the Counter-reformation. A detailed survey of the literature in Luther's time. *Conducted in German.*

To be offered 1967-1968

GM. 235—GERMAN BAROQUE LYRICS (3)

A chronological study of major poets: (Opitz, Spee, Weckherlin, Logau, Dach, Gerhardt, Flemming, Gryphius, Klaj, Rist, Hofmann von Hofmannswaldau, Scheffler, Harsdörfer, Zesen, Kuhlmann, Günther). Close reading of poems, religious and secular lyrics. Discussion of major themes and analysis of forms. *Conducted in German.*

To be offered 1967-1968

Prof. Szöverffy

GM. 236—GERMAN BAROQUE THEATRE (3)

A study of major writers and their tragedies and comedies. (Gryphius, Lohenstein, etc.) The Welt-Theater tradition at the Imperial Court and in Germany. Opera and theater. *Conducted in German.*

To be offered 1967-1968

Prof. Szöverffy

GM. 245—GOETHE'S *Faust* (3)

Detailed analysis and discussion of Goethe's masterpiece. Its relationship to the author's life and literary development. *Conducted in German.*

T., 5:00-6:45 (1st sem.)

Prof. Bluhm

GM. 246—GOETHE: MINOR WORKS (3)

Reading and discussion of Goethe's dramas and novels (Werther, Egmont, *Iphigenie auf Tauris*, *Wilhelm Meister*, etc.). *Conducted in German.*

To be offered 1967-1968

GM. 247-248—THE WORKS OF SCHILLER (3, 3)

Schiller's place in German Literature; his idealism and influence on German thought. Reading and discussion of his dramas, *Die Räuber*, *Die Jungfrau von Orleans*, *Wilhelm Tell*, etc.; his theoretical and aesthetic writings. *Conducted in German.*

Th., 4:30-6:15 (both sems.)

Prof. Nebring

GM. 257—THE GERMAN NOVELLE (3)

A critical study of the evolution and development of the Novelle as an independent genre, from its inception with Goethe, through the 19th century with Brentano, Storm, Meyer, etc., and including the modern period with Kafka, Mann, and Dürrenmatt. *Conducted in German.*

F., 4:30-6:15 (1st sem.)

Prof. Cabill

GM. 258—GERMAN DRAMA OF THE NINETEENTH CENTURY (3)

A detailed evaluation of the diverse trends which characterized the 19th Century drama as seen in the works of such dramatists as Kleist, Grillparzer, Hebbel, etc. *Conducted in German.*

F., 4:30-6:15 (2nd sem.)

Prof. Cabill

GM. 265—MODERN GERMAN DRAMA (3)

Critical analysis of the drama of the 20th Century from the period of Naturalism with Hauptmann, Expressionism with G. Kaiser up to and including the present era with Berthold Brecht. *Conducted in German.*

To be offered 1967-1968

Prof. Cabill

GM. 266—THE GERMAN NOVEL OF THE TWENTIETH CENTURY (3)

A study of the German novel of the present time. Particular stress will be placed on the works of such authors as Mann, Hesse, Bergengruen, Böll, etc. *Conducted in German.*

To be offered 1967-1968

Prof. Cabill

GM. 281—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of German syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. *Conducted in German.*

T., Th., 4:30 - 5:45 (1st sem.)

Prof. Baber

GM. 282—GERMAN STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of German a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in German.*

T., Th., 4:30 - 5:45 (2nd sem.)

Prof. Baber

ITALIAN (It)

IT. 215—DANTE: MINOR WORKS AND *Inferno* (3)

The minor works of the great poet will be read and analyzed in the light of the political, religious and literary meanings. Concentration will be centered on the *Vita Nuova*, as a prelude to *Divina Commedia*, and the *Inferno*. *Conducted in Italian.*

W., 4:30-6:15 (1st sem.)

Prof. Figurito

IT. 216—DANTE: *Purgatorio* AND *Paradiso* (3)

A continuation of the preceding course with stress in the remainder of the *Divina Commedia: Purgatorio* and *Paradiso. Conducted in Italian.*
W., 4:30-6:15 (2nd sem.) Prof. Figurito

IT. 219—THE WORKS OF PETRARCA (3)

A study of the important works of the poet laureate in the light of his character and his time. Analysis and discussion will be focused on the *Canzoniere* and *I Trionfi. Conducted in Italian.*
To be offered in 1967-1968

IT. 220—THE WORKS OF BOCCACCIO (3)

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world of his time, which closes the Medieval Period. *Conducted in Italian.*
To be offered 1967-1968 Prof. Figurito

IT. 281—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of Italian syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. *Conducted in Italian.*
T., Th., 4:30 - 5:45 (1st sem.) Prof. Leuci

IT. 282—ITALIAN STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of Italian a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in Italian.*
T., Th., 4:30 - 5:45 (2nd sem.) Prof. Leuci

SLAVIC (SL)

SL. 261—READINGS IN DOSTOEVSKY (3)

Readings in Russian from the prose of Dostoevsky.
Prerequisite: Intermediate Russian or its equivalent.
M., W., F., 1:00-1:50 (1st sem.) Prof. Bowen

SL. 262—READINGS IN CHEKHOV (3)

Readings in Russian from the prose of Chekhov.
Prerequisite: Intermediate Russian or its equivalent.
M., W., F., 1:00-1:50 (2nd sem.) Prof. Bowen

SL. 263—READINGS IN PUSHKIN (3)

Readings in Russian from the poetry and prose of A. S. Pushkin.
Prerequisite: Intermediate Russian, or its equivalent.
To be offered 1967-1968 Prof. Bowen

SL. 264—READINGS IN TOLSTOY (3)

Readings in Russian from the prose of L. N. Tolstoy.

Prerequisite: Intermediate Russian, or its equivalent.

To be offered 1967-1968

Prof. Bowen

SL. 292—STRUCTURE OF MODERN RUSSIAN (3)

The phonological, morphological and syntactic structure of standard modern Russian. Special emphasis on the problems of teaching Russian to speakers of English; comparison of English and Russian linguistic structures.

Prerequisite: Elementary Russian or its equivalent.

T., Th., 1:30-2:45 (2nd sem.)

Prof. Jones

SL. 293—OLD CHURCH SLAVONIC (3)

The origin and development of the Slavic languages; the linguistic structure of the Old Church Slavonic language; readings in Old Church Slavonic texts.

T., Th., 12:00-1:15 (1st sem.)

Prof. Jones

SL. 294—OLD RUSSIAN (3)

History and development of the Russian language from the Kievan period through the Eighteenth Century; readings in Old and Medieval Russian texts.

T., Th., 12:00-1:15 (2nd sem.)

Prof. Jones

SPANISH (SP)

SP. 205-206—HISTORY OF THE SPANISH LANGUAGE (3, 3)

A study of the internal and external factors which determined the development of Spanish from Spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. *Conducted in Spanish.*

T., Th., 3:00-4:15 (both sems.)

Prof. Guitarte

SP. 215—THE SPANISH EPIC (3)

Origin and development of epic traditions in Spain. The *Poema de mio Cid*, the *Poema de Fernan Gonzalez*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems. *Conducted in Spanish.*

To be offered 1967-1968

Prof. Guitarte

SP. 216—THE LIBRO DE BUEN AMOR (3)

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the Mester de Clerecía. Samplings from other compositions of the same poetic school will be read for background information. *Conducted in Spanish.*

To be offered 1967-1968

Prof. Guitarte

SP. 217—SPANISH PROSE IN THE MIDDLE AGES (3)

Readings in outstanding works from the 13th to the 15th centuries. The evolution of style as seen in the *Chronicles* and *Siete Partidas* of Alfonso el Sabio, the *Conde Lucanor*, and the *Corbacho*. Conducted in Spanish.

F., 4:30 - 6:15 (1st sem.)

Prof. Tittmann

SP. 218—SPANISH POETRY OF THE FIFTEENTH CENTURY (3)

The influence of mediaeval lyric traditions and of indigenous popular poetry, upon the development of style and theme during the pre-Renaissance. The works of Juan de Mena, the Marqués de Santillana and poets of the court of Juan II will be studied. Conducted in Spanish.

F., 4:30 - 6:15 (2nd sem.)

Prof. Tittmann

SP. 219—THE ROMANCERO (3)

A survey of the *romances* of the 15th and 16th centuries. The historical cycles—the Cid, Bernardo del Carpio, Infantes de Lara—will be studied in terms of the epic origins as well as their influence on Siglo de Oro drama. Conducted in Spanish.

To be offered 1967-1968

Prof. Tittmann

SP. 220—THE CELESTINA (3)

The authorship and composition of the *Tragicomedia de Calixto y Melibea*. Transformation by Rojas of the traditional theme of the Vetula, into a dramatized expression of a tragic love affair in his own time. Conducted in Spanish.

To be offered 1967-1968

Prof. Tittmann

SP. 223—LYRIC POETRY OF THE GOLDEN AGE (3)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo. Conducted in Spanish.

To be offered 1967-1968

SP. 225—SPANISH NOVEL OF THE SIXTEENTH CENTURY (3)

A detailed study of the romances of chivalry, the pastoral and picaresque novels. *Amadis de Gaula*, Montemayor's *Diana*, and *Lazarillo de Tormes* will be analyzed as models of their respective genres. Conducted in Spanish.

To be offered 1967-1968

SP. 228—CERVANTES AND DON QUIJOTE (3)

A study of the man and his principal work. Conducted in Spanish.

Th., 4:30-6:15 (2nd sem.)

Prof. Siciliano

SP. 230—DRAMA OF THE GOLDEN AGE (3)

Origins and development of the Spanish drama. The course will deal primarily with the works of Tirso de Molina, Lope de Vega and Ruiz de Alarcón. Conducted in Spanish.

To be offered 1967-1968

SP. 233—CALDERON AND THE AUTO SACRAMENTAL (3)

Calderon's life and contribution to the Spanish theatre. The history of the important *auto sacramental*. *Conducted in Spanish*.

Th., 4:30-6:15 (1st sem.)

Prof. Siciliano

SP. 255-256—ROMANTICISM IN SPAIN (3, 3)

Origins of romanticism. Foreign influences. A study of the major works. *Conducted in Spanish*.

To be offered 1967-1968

Prof. Siciliano

SP. 262—MODERN SPANISH THEATRE: 1898-1936(3)

A study of the most important works of Benevente, Joaquín and Serafín Alvarez Quintero, Martinez-Sierra, Marquina, Grau and Lorca. *Conducted in Spanish*.

To be offered 1967-1968

Prof. Sheehan

SP. 263—THE GENERATION OF '98 (3)

A study of the main authors, with discussion of their representative works: Unamuno, Baroja, Azorín, Machado, and others. *Conducted in Spanish*.

W., 4:30-6:15 (1st sem.)

Prof. Sheehan

SP. 266—CONTEMPORARY SPANISH THEATRE (since 1939) (3)

A study of the most important works of Casona, Calvo-Sotelo, Pemán, Buero Vallejo, and others, as a reflection of literary and social developments in contemporary Spain. *Conducted in Spanish*.

W., 4:30-6:15 (2nd sem.)

Prof. Sheehan

SP. 268—CONTEMPORARY SPANISH NOVEL (since 1939) (3)

A study of the most important works of Cela, Laforet, Gironella, Zunzuneguí, Delibes and Matute, with emphasis on "Tremendismo" and other trends in the contemporary novel. *Conducted in Spanish*.

To be offered 1967-1968

Prof. Sheehan

SP. 275—THE SPANISH AMERICAN NOVEL (3)

Origins of the indigenous novel: foreign influences and the expression of national aspirations. Social problems *criollismo*, revolution and the *pampa*, as sources of inspiration. *Conducted in Spanish*.

T., 4:30-6:15 (1st sem.)

Prof. Guitarte

SP. 276—LYRIC POETRY IN SPANISH AMERICA (3)

Readings in the poets of the various schools: romantics, "modernists," and the post-war generation. Particular attention will be given to the works of Sor Juana, Bello, Heredia, Rubén Darío, Amado Nervo, Gabriela Mistral and Pablo Neruda. *Conducted in Spanish*.

T., 4:30-6:15 (2nd sem.)

Prof. Guitarte

SP. 281—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. *Conducted in Spanish.*

T., Th., 4:30 - 5:45 (1st sem.)

Prof. Sheehan

SP. 282—SPANISH STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of Spanish a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in Spanish.*

T., Th., 4:30 - 5:45 (2nd sem.)

Prof. Sheehan

COMPARATIVE AND INTERDEPARTMENTAL STUDIES (ML)

ML. 211-212—ROMANCE PHILOLOGY (3, 3)

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts. *Conducted in English.*

To be offered 1967-1968

ML. 213-214—ARTHURIAN LEGEND IN THE MIDDLE AGES (3, 3)

Origins of Arthurian traditions and their appearance in English, French, and German literature. Comparative study of Arthurian romances: stylistic analysis, development of themes. Arthurian tradition and the Holy Grail. *Conducted in English.*

To be offered 1967-1968

Prof. Szöverffy

ML. 217-218—EUROPEAN LYRIC POETRY IN THE MIDDLE AGES (3, 3)

A critical study of literary phenomena from the courtly period to the age of Humanism. Goliardic poetry; the *Artes Poeticas*, and Precepts of rhetoric in the 12th and 13th centuries.

The beginnings of vernacular lyrics; troubadours, trouvères, and Minnesänger. Christian and Moslem love as lyric themes in the Iberian Peninsula. Courtly poetry in Italy: the Sicilian school; Bologna and Florence at the turn of the 13th century. Meistersinger and rhétoriciens. Early humanists as harbingers of the Renaissance. *Conducted in English.*

Th., 4:30 - 6:15 (both sems.)

Prof. Szöverffy

ML. 255—STUDIES IN NIETZSCHE (3)

Critical analysis of Nietzsche as a writer; interpretation of his major works, and the impact of his philosophy on modern thought. *Conducted in English.*

T., 3:00 - 4:45 (1st sem.)

Prof. Bluhm

ML. 259-260—LUSO-BRAZILIAN LITERATURE IN TRANSLATION (3, 3)

The course is designed to familiarize students with prominent 19th and 20th century prose writers from Brazil and Portugal. Among the authors to be read are Eça de Queiroz, Machado de Assis, Gilberto Freyre, Jorge Amado, and Raquel de Queiros.

M., W., 3:00 - 4:15 (*both sems.*)

Prof. Dordick

ML. 266—THE LITERATURE OF EXISTENTIALISM (3)

Studies in Existentialism as a philosophy, a way of life, and an artistic expression. The basic tenets of Existentialism will be analyzed in the works of Sartre, Malraux, Camus, Kafka, Genet, Ionesco, Beckett et al. *Conducted in English.*

T., Th., 3:00 - 4:15 (*2nd sem.*)

Prof. Gauthier, S.J.

ML. 281-282—ASIAN LITERATURE IN TRANSLATION (3, 3)

Outstanding and representative literary works from the Middle East, India, China, and Japan will be studied against their cultural and historical backgrounds. Class discussion of literary values and techniques of these non-Western dramas, epics, poems, and novels. *Conducted in English.*

To be offered 1967-1968

ML. 283-284—CHINESE LITERATURE IN TRANSLATION (3, 3)

Study of selected works representative of the major genres of Chinese literature, from the *Classic of Songs* to contemporary short stories. *Conducted in English.*

T., Th., 3:00 - 4:15 (*both sems.*)

Prof. Wang

ML. 285-286—TWENTIETH CENTURY CHINA AS SEEN BY CHINESE AND WESTERN WRITERS (3, 3)

Readings (in translation) in Lu-Hsün, Mao Tun, Lao She, Claudel, Malraux, Kazantzakis, Pearl Buck, John Hersey and others. *Conducted in English.*

To be offered 1967-1968

Prof. Wang

ML. 291—INTRODUCTION TO LINGUISTICS (3)

Language as a communication system. The principles of analyzing languages: phonetics, phonology, morphology and syntax. The relation of acoustical research, information theory and symbolic logic to linguistic analysis.

T., Th., 1:30 - 2:45 (*1st sem.*)

Prof. Jones

ML. 295—TEACHING OF MODERN LANGUAGES (3)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory. *Conducted in English.*

T., Th., 3:00 - 4:15 (*1st sem.*)

Prof. Valette

ML. 296—THE LANGUAGE LABORATORY (3)

Introduction to language laboratory systems and administration. Particular emphasis is placed on the preparation of laboratory materials for junior high, high school and college classes in foreign languages and literature.

Prerequisite: The course on Teaching of Modern Languages is recommended, but not required.

T., Th., 3:00 - 4:15 (2nd sem.)

Prof. Valette

ML. 299—READING AND RESEARCH (3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon advice of the thesis director.

By arrangement

THE DEPARTMENT

ML. 301—THESIS SEMINAR (3, 3)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

THE DEPARTMENT

ML. 305—THESIS DIRECTION (2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their thesis.

By arrangement

THE DEPARTMENT

ML. 310—METHODS OF RESEARCH (3)

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems, are treated in order to assist students in preparing their theses.

To be offered 1967-1968

THE DEPARTMENT

NURSING (Nu)

Professors: MARIE SCHERER ANDREWS (*Chairman*), RITA P. KELLEHER

Associate Professor: ELEANOR F. VOORHIES

Assistant Professors: PRISCILLA M. ANDREWS, MARY E. CALNAN, MARIE CULLINANE, MARGUERITE F. FOGG, BERNADETTE P. HUNGLER (*Assistant to the Chairman*), VIRGINIA L. O'BRIEN, ALICE STUEKS, DOROTHY J. WALKER

Lecturers: REV. JOHN R. MCCALL, S.J., REV. JAMES F. MOYNIHAN, S.J., JANE BRAGDON HANRON, OLIVE M. LOMBARD, PIERRE D. LAMBERT, GERALD S. PARKER, BUFORD RHEA, SISTER MADELEINE CLÉMENTCE VAILLOT, S.P., JOHN J. WALSH, DOROTHY J. WORTH

DEPARTMENTAL REQUIREMENTS

Master of Science Degree: The Boston College Graduate School offers a program leading to the degree of Master of Science for qualified nurses who have an acceptable generic baccalaureate degree in nursing. The program permits a selection from among five clinical areas: Medical-Surgical Nursing, Maternal and Child Nursing, Psychiatric Nursing, Public Health Nursing and Rehabilitation Nursing.

The aim of the Department of Nursing is to prepare men and women to become effective, imaginative teachers who will be competent practitioners in a clinical area of their choice, responsible faculty members, consumers of significant research and able to assume leadership in the profession.

In addition to this aim, the Department of Nursing shares with the other graduate schools of the university the belief that its graduates should be prepared to explore the relevance of theology and scholastic philosophy to contemporary problems, to appreciate the worth of the humanistic heritage of Western civilization and to assume the responsibility of transmitting it through their teaching.

All candidates for the graduate degree must take the following core courses: Ed. 202, Ed. 246, Nu. 200, Nu. 201*, Nu. 202, Nu. 203 and Nu. 204**. The student may also elect one three-credit course. For information relative to Seminar and Field Experience in Schools of Nursing (Nu. 215, Nu. 225, Nu. 235, Nu. 245, Nu. 255) see pages 155-158.

*Students in Public Health Nursing will substitute Ed. 260.

**Included in Nu. 255 Teaching Practicum and Seminar.

COURSES OF INSTRUCTION

NU. 200—NURSING EDUCATION (3)

Trends and problems in nursing and nursing education. Considers the philosophy, objectives, opportunities, organization, and control of nursing and programs in nursing.

W., 200 - 3:45 (1st sem.)

Prof. Kelleher

NU. 201—RESEARCH METHODS IN NURSING (3)

An introduction to the major methods employed in investigating nursing problems. The aim of the course is to develop the ability to obtain, analyze, interpret and report pertinent data.

F., 9:00 - 10:45 (1st sem.)

To be announced

NU. 202—CURRICULUM DEVELOPMENT IN NURSING EDUCATION (3)

Problems of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum planning will be considered.

W., 2:00 - 3:45 (2nd sem.)

To be announced

NU. 203—RESEARCH SEMINAR (3)

Significant research studies and techniques in the field of nursing are reviewed and the selection of a thesis topic is encouraged. Student presentation and class analysis thereof serve to develop beginning skills in the production and use of research and its findings.

F., 3:00 - 4:45 (2nd sem.)

Prof. Hanron

Sr. Madeleine Clémence, S.P.

NU. 204—EVALUATION TECHNIQUES IN NURSING (3)

An introduction to the general principles basic to sound evaluation both in the classroom and in the clinical area, with practical application to test construction and interpretation.

F., 3:00 - 4:45 (1st sem.)

Sr. Madeleine Clémence, S.P.

NU. 210—ADVANCED THEORY AND PRACTICE IN MEDICAL-SURGICAL NURSING I (5)

Advanced theory and practice in the comprehensive nursing care of a patient with a medical and/or surgical problem.

Th., 4:00 - 5:45 (1st sem.) 3 cr.

Prof. M. Andrews

Clinical practice (by arrangement) 2 cr.

Prof. Hungler

Prof. Calnan

NU. 211—ADVANCED THEORY AND PRACTICE IN MEDICAL-SURGICAL NURSING II (5)

A continuation of Nu. 210 which is a prerequisite for this course.

Th., 4:00 - 5:45 (2nd sem.) 3 cr.

Prof. M. Andrews

Clinical practice (by arrangement) 2 cr.

Prof. Hungler

Prof. Calnan

NU. 212—ADVANCED THEORY AND PRACTICE IN THE CARE OF CARDIAC PATIENTS (3)

Advanced theory and practice in the comprehensive nursing care of patients with cardiovascular and renal problems.

By arrangement (2nd sem.)

Prof. M. Andrews

Prof. Hungler

NU. 215—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(Medical-Surgical Nursing)

Field experience in teaching in selected Schools of Nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, and participation in overall faculty activities. Students return to the campus weekly for seminar.

Nu. 210 and Nu. 211 are prerequisites for this course.

By arrangement (1st sem.)

Prof. M. Andrews

Prof. Hungler

Prof. Calnan

NU. 220—MATERIAL AND CHILD HEALTH (3)

A multidisciplinary approach to the presentation and discussion of health problems and programs developed on the international, national, state and local levels to serve mothers and children. Attention will be given to the reciprocal relation of the nurse with other members of the health team and her responsibility in maternal and child health programs.

By arrangement (1st sem.)

Prof. P. Andrews

NU. 221—ADVANCED THEORY AND PRACTICE IN MATERNAL AND CHILD NURSING I (5)

A study of nursing problems and practices related to the care of mothers and children, and rationale for nursing action. A concurrent learning experience affords an opportunity for a continuous and therapeutic relationship with a mother in family setting.

T., 4:00 - 5:45 (1st sem.) 3 cr.

Field experience (*by arrangement*) 2 cr.

Prof. P. Andrews

Prof. Fogg

NU. 222—ADVANCED THEORY AND PRACTICE IN MATERNAL AND CHILD NURSING II (5)

A continuation of Nu. 221 which is prerequisite for this course.

T., 4:00 - 5:45 (2nd sem.) 3 cr.

Field experience (*by arrangement*) 2 cr.

Prof. P. Andrews

Prof. Fogg

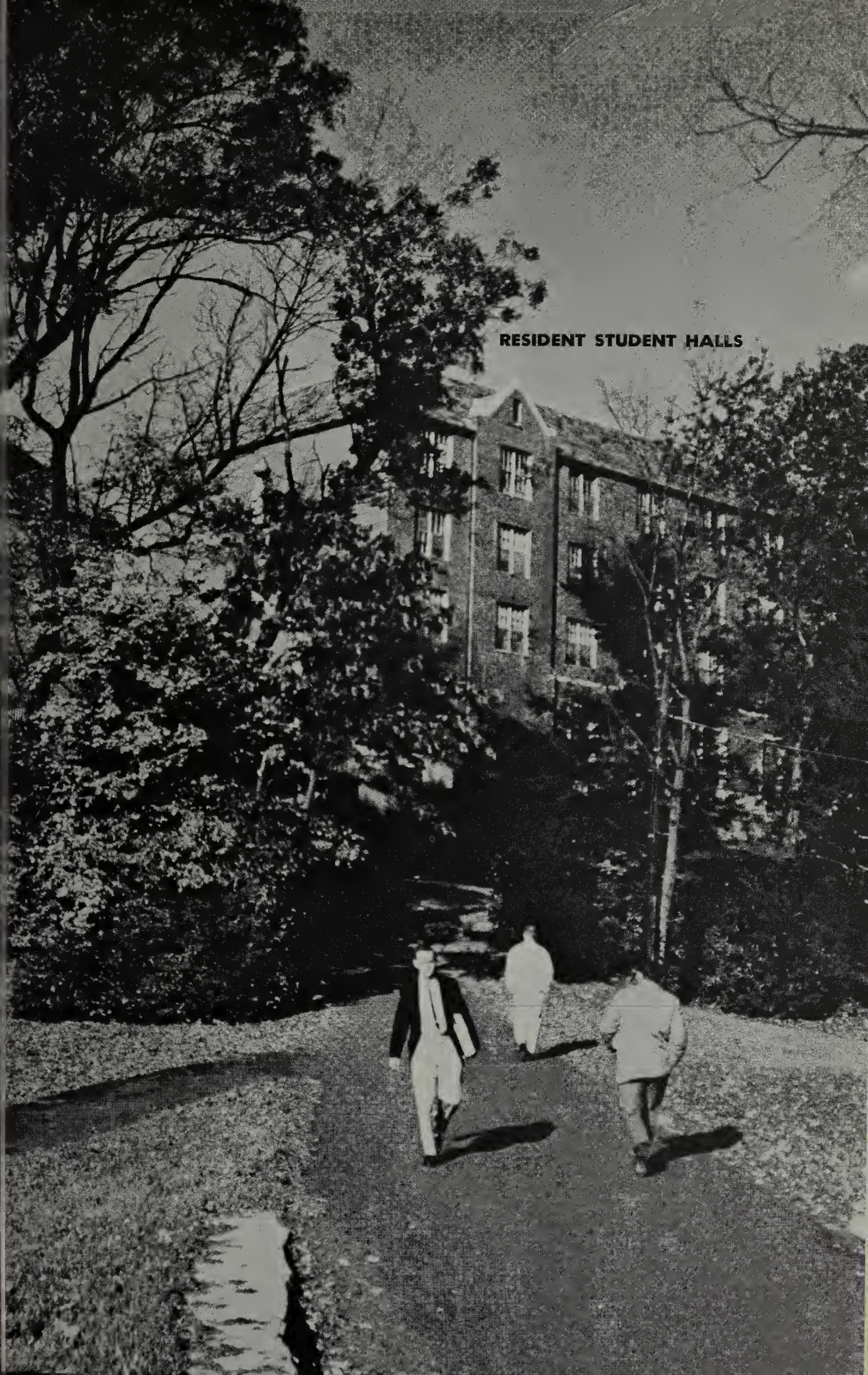
NU. 223—PRACTICUM IN MATERNITY NURSING (3)

Supervised practice in a maternity hospital. The focus will be on the development of a high level of competency in the clinical specialty.

By arrangement (2nd sem.)

Prof. Fogg

RESIDENT STUDENT HALLS





ST. JOSEPH'S CHAPEL

NU. 224—PRACTICUM IN NURSING OF CHILDREN (3)

Supervised practice in a children's hospital. The focus will be on the development of a high level of competency in the clinical specialty.

By arrangement (2nd sem.)

Prof. P. Andrews

NU. 225—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(Maternity Nursing or Nursing of Children)

Guided teaching experience in selected schools of nursing and/or community agencies. Experience includes study, observation and practice teaching in the clinical area of specialization. Students return to campus weekly for seminar.

Nu. 220, Nu. 221 and Nu. 222 are prerequisites for this course.

By arrangement (1st sem.)

Prof. P. Andrews

Prof. Fogg

Prof. Cullinane

NU. 230—ADVANCED THEORY AND PRACTICE IN REHABILITATION NURSING I (5)

An examination of the prevalent philosophies and purposes of modern rehabilitation programs as they relate to the role of the nurse in administering comprehensive care to patients with many different kinds and types of psychological as well as physical handicaps. Emphasis is placed on modern nursing concepts and skills which are necessary to assist in the development of a long-term plan of care for these patients.

T., 4:00 - 5:45 (1st sem.) 3 cr.

Clinical practice (*by arrangement*) 2 cr.

Prof. M. Andrews

NU. 231—ADVANCED THEORY AND PRACTICE IN REHABILITATION NURSING II (5)

A continuation of Nu. 230 which is prerequisite for this course.

T., 4:00 - 5:45 (2nd sem.) 3 cr.

Clinical practice (*by arrangement*) 2 cr.

Prof. M. Andrews

NU. 235—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(Rehabilitation Nursing)

Field experience in teaching in selected Schools of Nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, and participation in overall faculty activities. Students return to the campus weekly for seminar.

Nu. 230 and Nu. 231 are prerequisites for this course.

By arrangement (1st sem.)

Prof. M. Andrews

NU. 240—PSYCHIATRIC-MENTAL HEALTH CONCEPTS IN NURSING AND COMMUNITY HEALTH PROGRAMS (3)

Psychological, social and cultural components as they influence family and community mental health, with emphasis on the role of the nurse.

M., 4:00 - 5:45 (1st sem.)

Prof. Stuecks

NU. 241—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING
I (5)

Observation, participation, interpretation, and evaluation in psychiatric nursing.

Th., 4:00 - 5:45 (*1st sem.*) 3 cr.

Clinical practice (*by arrangement*) 2 cr. Prof. Stueks

NU. 242—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING
II (5)

This is a continuation of Nu. 241 which is a prerequisite for this course.

Th., 4:00 - 5:45 (*2nd sem.*) 3 cr.

Clinical practice (*by arrangement*) 2 cr. Prof. Stueks

NU. 245—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS
OF NURSING (4)
(*Psychiatric Nursing*)

Field experience in teaching in selected schools of nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of psychiatric-mental health nursing, and participation in over-all faculty activities. A weekly seminar is held.

By arrangement (1st or 2nd sem.) Prof. Stueks

NU. 250—ADVANCED PUBLIC NURSING I (3)

This course will be devoted to: (1) exploration and re-evaluation of the process of public health nursing and its relationship to other aspects of public health, (2) analysis of factors involved in the administration of public health nursing service, and (3) consideration of current patterns, developments and trends in public health nursing.

T., 10:00 - 11:45 (*1st sem.*) Prof. O'Brien

Prof. Voorhies

NU. 251—ADVANCED THEORY AND PRACTICE IN PUBLIC HEALTH
NURSING (5)

The emphasis will be on health problems of groups, rather than individual families. There will be opportunity for students to work with various disciplines and develop skills in problem solving.

W., 10:00 - 11:45 (*2nd sem.*) 3 cr.

Field experiences (*by arrangement*) 2 cr. Prof. O'Brien

Prof. Voorhies

NU. 252—PUBLIC HEALTH ORGANIZATION (3)

Exploration and re-evaluation of contemporary patterns of public health organization. Consideration of programs and plans for provision of medical and health care for the country.

Th., 9:30 - 11:15 (*1st sem.*)

Prof. Worth

NU. 253—BIostatISTICS AND EPIDEMIOLOGY (3)

Biostatistics and epidemiology, both essential in problem solving, will be presented as an integrated course. Biostatistics, demography, and epidemiology will be discussed. There will be opportunity for application through planned laboratory experiences in problem solving.

Th., 1:00 - 2:45 (1st sem.)

Prof. Lombard

NU. 254—SOCIAL SCIENCE AND HEALTH (3)

Consideration of the social and cultural characteristics of individuals and the organization and behavior of human communities and the relationship of this to health will give background for further understanding of public health nursing.

W., 10:00 - 11:45 (1st sem.)

Prof. Rhea

NU. 255—TEACHING PRACTICUM AND SEMINAR (8)

(Public Health Nursing)

Consideration of current trends in the teaching of public health nursing and exploration of the content, process, and outcomes. Evaluation of student progress is an integral part of this course. Opportunity is provided for teaching of baccalaureate students both in class and clinical setting. Bi-weekly seminars are held on campus.

By arrangement (1st sem.)

Prof. O'Brien

Teaching Practicum (*by arrangement*)

Prof. Voorhies

NU. 256—ENVIRONMENTAL HEALTH (3)

Consideration of environmental factors significant to health, study of control measures and methods utilized for promotion of community well-being.

Th., 8:30 - 10:15 (2nd sem.)

Prof. Parker

NU. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

PHILOSOPHY (PL)

Professors: WILLIAM E. CARLO, REV. WILLIAM F. DRUMMOND, S.J.,
DONALD A. GALLAGHER*

Associate Professors: THOMAS J. BLAKELEY,** REV. JOSEPH A.
DEVENNY, S.J., STUART B. MARTIN, REV.
REGINALD F. O'NEILL, S.J., THOMAS J.
OWENS, NORMAN J. WELLS

Assistant Professors: REV. FREDERICK J. ADELMANN, S.J., REV.
OLIVA A. BLANCHETTE, S.J., REV. JOSEPH H.
CASEY, S.J., BRIAN J. CUDAHY, REV. JOSEPH
F. FLANAGAN, S.J. (*Chairman*), IDELLA J.
GALLAGHER, WILLIAM J. HAGGERTY,** PETER
J. KREEFT, REV. EDWARD M. MACKINNON,
S.J., REV. RICHARD T. MURPHY, S.J., JOSEPH
L. NAVICKAS, REV. GERARD C. O'BRIEN, S.J.,
REV. JOHN P. ROCK, S.J., REV. DANIEL J.
SHINE, S.J., REV. RICHARD D. TETREAU, S.J.

Lecturers: REV. WALTER J. FEENEY, S.J., LOUIS O. KATTSOFF,
JOSEPH P. MAGUIRE

*On leave of absence fall term 1966.

**On leave of absence spring term 1967.

***On leave of absence 1966-1967.

The philosophy doctoral program is designed around the following four objectives:

1. To achieve, in a spirit of ecumenism, a dialogue of Christian wisdom with contemporary secular movements and values.
2. To explore the roots of America's intellectual heritage, as found in the history of American philosophy.
3. To provide a greater opportunity for inter-disciplinary research and study, especially in the presently established programs of Russian Studies and Medieval Studies.
4. To examine the relationship between Christian presuppositions and the intellectual inquiry itself, involving an area of intense, current research—the philosophy of religion.

Candidates should have at least a solid B average in undergraduate studies. All applicants for admission, assistantships, and teaching fellowships, except foreign students, must take the Graduate Record Examination and have the scores sent to the office of the Graduate School of Arts and Sciences.

Doctoral students are required to spend two years in residence as full time students; they will be expected to take the comprehensive exam-

ination at the end of the second year. Appropriate adjustments will be made for students entering the program with an M.A. from other universities. The department does not encourage candidates seeking terminal M.A. degrees.

To accommodate the six thousand students in the undergraduate colleges, the University's philosophy department offers an unusually rich selection of upper division elective courses. These courses, some of which are listed below in the 100 series, may be prescribed for students whose undergraduate preparation has been excessively narrow. Courses in the 200 and 300 series are the specifically graduate offerings.

The philosophy of religion program is explained in detail in a separate brochure which may be obtained from the department.

COURSES OF INSTRUCTION

FOR GRADUATES AND UNDERGRADUATES

PL. 107—BIBLICAL SYMBOLISM (3)

A study of the world view of the Old Testament Hebrews, concentrating on the Problem of God.

M., W., F., 10:00 - 10:50 (1st sem.)

Prof. Cudaby

PL. 109—THE TRANSCENDENT IN RECENT THOUGHT (3)

Critical study of man's search for God as posed by such philosophers as Whitehead, Heidegger and Tillich.

M., W., F., 11:00 - 11:50 (1st sem.)

Prof. Owens

PL. 110—PHILOSOPHY OF MODERN ART (3)

A study of the influence of Freudianism, Evolutionism, Existentialism and other recent philosophical thought on such schools of art as Futurism, Surrealism and Abstract Expressionism.

M., W., F., 10:00 - 10:50 (2nd sem.)

Prof. I. Gallagher

PL. 111—AESTHETICS (3)

The major philosophical questions concerning art, including the nature and meaning of the art object, and the function of art in the evolution of human consciousness.

T., Th., 10:00 - 10:50; F., 2:00 - 2:50 (1st sem.)

Prof. I. Gallagher

PL. 113—HINDU PHILOSOPHY (3)

A consideration of the nature of Oriental thought in general and its relation to Occidental thought. The course will focus on Indian philosophy, especially the ancient Hindu systems.

M., W., F., 1:00 - 1:50 (1st sem.)

Prof. Kreeft

PL. 114—ZEN BUDDHISM (3)

After an introduction to Oriental philosophy, an attempt will be made to understand the single essential point of Zen from the Zen writings themselves. Conclusions will be attempted in the areas of (a) classifying Zen: philosophy? religion? psycho-therapy? mysticism? (b) perceiving the presence of the Zen insight in much Western thought.

M., W., F., 1:00 - 1:50 (2nd sem.)

Prof. Kreeft

PL. 122—PHILOSOPHY OF RELIGION (3)

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods.

M., W., F., 10:00 - 10:50 (2nd sem.)

Prof. Cudaby

PL. 129—CONTEMPORARY LOGIC (3)

A one-semester introduction to symbolic logic primarily intended for those *not* majoring in mathematics. Topics included are: the basic logical operations, the first order sentential calculus, quantification, valid forms, argumentation and an introduction to axiomatics.

T., Th., 12:00 - 1:15 (1st sem.)

Prof. MacKinnon, S.J.

PL. 141—CONTEMPORARY ATHEISM (3)

The modalities and sources of today's atheism will be treated, e.g. those springing from scientific humanism, communism, existentialism.

To be offered Fall Semester, 1967

Prof. Casey, S.J.

PL. 144—GREEK THOUGHT (3)

The emergence of Platonic-Aristotelian rationalism as a response to the intellectual crisis of fifth century Greek culture.

T., Th., 10:00 - 10:50; F., 2:00 - 2:50 (2nd sem.)

Prof. Martin

PL. 147—BERGSON (3)

Study of intuition, creative evolution and static vs. dynamic morality and religion; Bergson's influence on recent philosophy, including that of Teilhard de Chardin.

To be offered Fall Semester, 1967

Prof. I. Gallagher

PL. 151—LOCKE, BERKELEY AND HUME (3)

British Empirical philosophy seen as one of the dominant developments in modern thought.

To be offered Fall Semester, 1967

Prof. Cudaby

PL. 161—THE MEANING OF MORALITY (3)

An investigation into the essence of morality and the moral destiny of man through an exploration of the works of Plato, Aristotle, Aquinas, Kant, Teilhard de Chardin, and the Existentialists.

To be offered Fall Semester, 1967

Prof. Kreeft

PL. 163—AMERICAN PHILOSOPHY (3)

A history of and related readings in American Philosophy from the colonial period through the age of New England Transcendentalism.

M., W., F., 10:00 - 10:50 (1st sem.)

Prof. Haggerty

PL. 164—CHRISTIAN PHILOSOPHY AND CONTEMPLATION (3)

Contemplation and action in the Christian ideal of life, with particular reference to St. Bernard and his disciples. Attention will also be paid to the problem of the goodness of creation and the theme of *contemptus mundi*.

To be offered Spring Semester, 1968

Prof. Tetreau, S.J.

PL. 166—MYSTICISM (3)

Beginning with Plotinus' *Enneads*, some essential themes of mysticism will be examined from the writings of such mystics as Buddha, Lao Tzu, St. Bonaventure, St. John of the Cross, and Eckhart. Through a sympathetic comparative study of mysticisms, ancient and modern, Eastern and Western, Christian and non-Christian, common experiential data will emerge from diverse philosophical and religious frameworks.

To be offered Spring Semester, 1968

Prof. Kreeft

PL. 168—REALISM IN AMERICAN PHILOSOPHY (3)

This course will concentrate on one of the many twentieth-century reactions to nineteenth-century Idealism. In the United States, this came in three phases: Neo-realism; Critical Realism; and "Natural" Realism.

To be offered Spring Semester, 1968

Prof. O'Neill, S.J.

PL. 172—WHITEHEAD (3)

Process philosophy will be seen in contrast with other contemporary movements; special emphasis on the problem of God.

To be offered Spring Semester, 1968

Prof. Cudaby

PL. 186—THE STOICS, CYNICS, SKEPTICS AND EPICUREANS (3)

A study of the development of Greek Stoicism, Cynicism, Skepticism, and Epicureanism in the 4th century B.C., and of the extension of these traditions into Roman, Mediaeval and Modern times.

To be offered Spring Semester, 1968

Prof. Martin

PL. 187—KIERKEGAARD (3)

A detailed study of major themes found in this nineteenth-century prophet of existentialism; his attack on philosophical and religious systems; truth as subjectivity; the meaning of Christianity. Extensive readings.

To be offered Fall Semester, 1967

Prof. Owens

PL. 192—THE RISE OF CHRISTIAN SOCIAL THINKING (3)

A consideration of its development from Leo XIII through Vatican II. The nature of "social justice" and its application in industrial, national and international society.

M., 4:30 - 6:15 (2nd sem.)

Prof. Drummond, S.J.

GRADUATE COURSES

PL. 206—SCOTUS AND OCKHAM (3)

The Franciscan School in the late Middle Ages will be studied; stress will be placed on the problem of conceptualism.

To be offered Spring Semester, 1968

Prof. Cudaby

PL. 212—ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION (3)

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis. Readings from selected works and texts. Survey of Saint Augustine's influence on medieval and later thought.

W., 4:30 - 6:15 (2nd sem.)

Prof. D. Gallagher

PL. 219—ARABIAN PHILOSOPHY (3)

A philosophical and historical study of Arabian Philosophy with special emphasis on Avicenna and Averroes.

T., Th., 3:00 - 4:15 (2nd sem.)

Prof. Devenny, S.J.

PL. 224—WITTGENSTEIN'S PHILOSOPHY OF LANGUAGE (3)

After situating Wittgenstein as the pivotal figure in the analytic movement a detailed study of the *Tractatus Logico-Philosophicus* and *Philosophical Investigations* will be made.

T., 4:30 - 6:15 (2nd sem.)

Prof. Casey, S.J.

PL. 231—PHILOSOPHY OF INTERSUBJECTIVITY (3)

A critical analysis of the problems raised in contemporary theories of intersubjectivity as seen in the phenomenological and analytic schools.

Th., 4:30 - 6:15 (1st sem.)

Prof. Owens

PL. 233—PRE-SOCRATIC PHILOSOPHY (3)

A study of the origin and development of Greek philosophy, and its relations with myth and literature.

M., W., F., 1:00 - 1:50 (1st sem.)

Prof. Maguire

PL. 237—FROM HEGEL TO MARX (3)

An attempt to trace the development of the Hegelian dialectic in the *Phenomenology of Spirit*: a working out of the historical and individual movement from consciousness through self-consciousness to reason.

T., Th., 3:00 - 4:15 (1st sem.)

Prof. Navickas

PL. 240—TWENTIETH CENTURY LATIN AMERICAN PHILOSOPHY (3)

Background and current trends in Latin American philosophy, including Bello, Varona, Deustra, Varela, Hostos, Korn, Farias Brito, Ingenieros, Freyre, Caso, Romero, Ramos and Frondizi, role of *el pensador* in Latin American society.

To be offered Spring Semester, 1968

Prof. D. Gallagher

PL. 242—CONTEMPORARY SOVIET PHILOSOPHY (3)

A detailed analysis of the basic theories which constitute dialectical and historical materialism. Special attention is given to problems currently under discussion in philosophical publications in the Soviet Union.

To be offered Spring Semester, 1968

Prof. Blakeley

PL. 246—ST. THOMAS AND THE ARABIC PHILOSOPHERS (3)

Study of the influence of the principal Arabic philosophers on the thought of St. Thomas.

To be offered Spring Semester, 1968

Prof. Devenny, S.J.

PL. 247—CONTEMPORARY MARXISM (3)

The philosophical problems of metaphysics of knowledge, of existence, of matter, and the nature of man in the light of contemporary Marxism.

To be offered Fall Semester, 1967

Prof. Adelman, S.J.

PL. 248—THE FAITH-REASON CONFLICT (3)

Recent controversy concerning the notion of Christian Philosophy. Examination of the contribution of Christian faith to philosophical development.

T., Th., 3:00 - 4:15 (2nd sem.)

Prof. Tetreau, S.J.

PL. 250—PHILOSOPHICAL METHOD (3)

An historical and critical analysis of the methods employed in the major philosophical doctrines: realists, rationalists, intuitivists, existentialists, personalists, empiricists, and phenomenologists.

To be offered Spring Semester, 1968

Prof. Navickas

PL. 251—METHODS IN METAPHYSICS (3)

A systematic discussion of validity and method in metaphysics; the notion of being and analogy; the unity and the activity of being; the structure of being and becoming.

Th., 4:30 - 6:15 (1st sem.)

Prof. Blanchette, S.J.

PL. 252—HEIDEGGER (3)

A close analysis of the epochal insights on man, time, world, and Being as found in *Being and Time* and selected later writings.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Owens

PL. 254—EXISTENTIALISM (3)

While seeking a wider view of the meaning and value of existential thought, this course will give special emphasis to such outstanding figures as Kierkegaard, Heidegger, Berdyaev, Sartre, and Marcel

Th., 4:30 - 6:15 (2nd sem.)

Prof. O'Neill, S.J.

PL. 260—BLONDEL'S PHILOSOPHY OF ACTION (3)

A study of two versions of *L'ACTION*, 1893 and 1937, bringing out the phenomenological tone of the first and the more metaphysical tone of the second and situating this philosophy of action in the whole of Blondel's philosophy, with a discussion of contemporary interpretations of Blondel by Brouillard and Dumery.

W., 4:30 - 6:15 (2nd sem.)

Prof. Blanchette, S.J.

PL. 262—THEORIES OF IMMORTALITY

A consideration of contemporary discussions on death and immortality as a point of departure for a study of these problems in Greek, Medieval and early Modern thought.

M., 4:30 - 6:15 (2nd sem.)

Prof. Wells

PL. 270—TRUTH: HISTORY AND PROBLEMATIC (3)

Martin Heidegger stands as a representative of the problematic of truth in our time. In order to clarify this contemporary discussion, the notion of truth in Western thought from Greek, through Christian, to early modern times will be examined.

To be offered Fall Semester, 1967

Prof. Wells

PL. 271—DESCARTES AND EARLY MODERN PHILOSOPHY (3)

The role of Renaissance philosophy in the shaping of Cartesian philosophy. Attention is given to the theme of self-knowledge and human wisdom in Cartesian and early modern thought.

To be offered Fall Semester, 1967

Prof. D. Gallagher

PL. 272—NINETEENTH CENTURY GERMAN IDEALISM (3)

Development of the classical systems of Fichte, Schelling and Hegel with special emphasis on the dialectical method.

To be offered Spring Semester, 1968

Prof. Navickas

PL. 275—HISTORY OF RUSSIAN PHILOSOPHY (3)

The development of Russian philosophy under the impetus of theological speculation and eighteenth and nineteenth-century European philosophy with special emphasis on Solovyov, Berdyaev, Frank, and Lossky.

To be offered Fall Semester, 1967

Prof. Navickas

PL. 277—ILLUMINATION THEMES IN MEDIEVAL THOUGHT (3)

Focusing on illumination, exemplarity, and symbolism, this course will study several Platonic-Augustinian themes as they influenced medieval thought and fore-shadowed contemporary inquiries.

To be offered Fall Semester, 1967

Prof. O'Neill, S.J.

PL. 281—HUMAN CONSCIOUSNESS: ITS EVOLUTION AND PROCESSES (3)

An analysis of the structures and patterns of personal and historical consciousness as seen in the light of Bernard Lonergan's philosophy.

To be offered Fall Semester, 1967

Prof. Flanagan, S.J.

PL. 283—SYMBOLIC LOGIC (3)

An introduction to the theory of logical inference and the algebra of logic, followed by treatment of the sentential and quantificational calculi. The theory of relations and intuitive set theory are developed in some detail. The nature of proofs is studied and applied to a consideration of the structure of deductive theories.

T., Th., 1:30 - 2:45 (1st sem.)

Prof. Kattsoff

PL. 284—PHILOSOPHY OF HISTORY (3)

Method and purpose of man's knowledge of the past; the patterns of explanation used by historians, and the aims of historical inquiry.

F., 4:30 - 6:15 (2nd sem.)

Prof. Flanagan, S.J.

PL. 285—LINGUISTIC ANALYSIS AND THE PROBLEM OF GOD (3)

A brief history of the analytic movement will be given as an introduction to the contemporary problem of language about God.

T., 4:30 - 6:15 (1st sem.)

Prof. Casey, S.J.

PL. 288—CONTEMPORARY SCIENTIFIC THEORY (3)

This course will deal with the philosophical problems arising from relativity and quantum physics. Topics to be included are: The nature of space and time, indeterminism and causality, and the logical foundation of the quantum theory.

Prerequisites: Physics 171 or Pl. 313 or the equivalent.

To be offered Spring Semester, 1968

Prof. MacKinnon, S.J.

PL. 292—THE PROBLEM OF THE INFINITE (3)

An historical and textual study of major philosophers concerning the problem of the Infinite from the Pre-Socratics through Saint Thomas.

To be offered Spring Semester, 1968

Prof. Rock, S.J.

PL. 296—PHENOMENOLOGY (3)

An analysis of the approach and methodological principles of phenomenology; an examination of its import in the theories of Husserl, Heidegger, Sartre, and Merleau-Ponty.

T., 4:30 - 6:15 (2nd sem.)

Prof. Murphy, S.J.

PL. 297—AMERICAN PHILOSOPHY (3)

A survey of the principal schools of thought prior to the Civil War precedes the study of the "Golden Age" of Peirce, James and Royce, Santayana and Dewey.

To be offered Fall Semester, 1967

Prof. D. Gallagher

PL. 299—MEDIEVAL PHILOSOPHY (3)

A study of medieval theories on God, man and nature as they developed out of the confrontation of the Graeco-Roman and Judaeo-Christian traditions.

M., 4:30 - 6:15 (1st sem.)

Prof. Wells

PL. 313—PHILOSOPHY OF SCIENCE (3)

The central problem considered is the nature of scientific examination. Topics to be treated are: historical survey of the theory of scientific explanation, induction in empirical laws, deductive patterns of explanation, the cognitive status of theory and the problem of reductionism. The theories considered will be classical mechanics, quantum mechanics and special theory of relativity. A background in physics or the history of science is helpful but is not required.

To be offered Fall Semester, 1967

Prof. MacKinnon, S.J.

PL. 315—CRITIQUE OF PURE REASON: A TEXTUAL ANALYSIS (3)

The Kantian objective and starting point and the establishment of physics as the ideal type of human knowledge; the transformation of value.

To be offered Fall Semester, 1967

Prof. Carlo

PL. 317—ARISTOTELIAN AND CHRISTIAN ETHICS (3)

Seminar on the entry of Aristotelian notions into the fabric of Christian moral theology. Aristotle's mediaeval commentators and critics. (Some knowledge of Latin required.)

To be offered Fall Semester, 1967

Prof. Tetreau, S.J.

PL. 319—THEORY OF SCIENCE IN ARISTOTLE AND ST. THOMAS (3)

A study of logic and method in Aristotle and St. Thomas centering about the *Posterior Analytics* and the *Commentary* of St. Thomas, the introductions to the various treatises of Aristotle (with the commentaries of St. Thomas), the *In Boethium De Trinitate*, and the introductions of the *Summa contra Gentiles* and the *Summa Theologiae*.

To be offered Fall Semester, 1967

Prof. Blanchette, S.J.

PL. 321—SEMINAR IN EGOCENTRIC METAPHYSICS (3)

Analysis and evaluation of recent writings in the Scholastic philosophy of subjectivity.

T., 4:30 - 6:15 (1st sem.)

Prof. Shine, S.J.

PL. 324—SEMINAR IN EXISTENTIAL PSYCHOLOGY (3)

A study of recent writings which manifest in psychology and psychotherapy the influence of existential philosophies. Students will present and evaluate positions of Binswanger, Buytendijk, Frankl, Straus, Son-neman, May, Maslow, Van den Berg, and other representatives of the movement.

T., 4:30 - 6:15 (2nd sem.)

Prof. Shine, S.J.

PL. 326—FOUNDATIONS OF MATHEMATICS (3)

The nature of mathematics, intuitionism, formalism and logistics; the reduction of the number concept to logical concepts; and the role of the law of excluded middle in mathematical reasoning.

T., Th., 1:30 - 2:45 (2nd sem.)

Prof. Feeney, S.J.

PL. 332—PLATO'S DIALOGUES (3)

A close study of the major dialogues concentrating on Plato's views on man, knowledge and being.

To be offered Spring Semester, 1968

Prof. O'Brien, S.J.

PL. 333—PLATO I (3)

A careful study of Greek thought on government and education based on a reading of Plato's *Republic*, *Statesman* and *Laws*.

M., W., F., 11:00 - 11:50 (1st sem.)

Prof. Maguire

PL. 334—PLATO II (3)

A continuation of Pl. 333.

M., W., F., 11:00 - 11:50 (2nd sem.)

Prof. Maguire

PL. 338—MODERN SCHOLASTIC EPISTEMOLOGIES (3)

The historical origins of the critical problem in Descartes and Kant. Examination of the notion of a critique and its effect on some modern scholastic epistemologies, such as Urraburu, Mercier, Marechal, Gilson, Maritain. The structure of a Thomistic epistemology.

To be offered Spring Semester, 1968

Prof. Carlo

PL. 340—CONTEMPORARY ANALYTIC PHILOSOPHY (3)

This course will concentrate on a detailed examination of selected works of R. Carnap, W. Quine, P. Strawson, W. Sellars.

Prerequisites: Introduction to Analytic Philosophy or equivalent.

M., 4:30-6:15 (2nd sem.)

Prof. MacKinnon, S.J.

PL. 341—KANT (3)

The Copernican Revolution; critical philosophy and transcendental idealism; Kant's moral philosophy; the moral laws and postulates.

T., 4:30-6:15 (1st sem.)

Prof. Murphy, S.J.

PL. 351—METAPHYSICS: SCIENCE OR PROBLEMATIC I (3)

A synthesis of the history of Western metaphysics from Plato to Heidegger and a reconstruction of the major metaphysical doctrines in the light of contemporary existential metaphysics.

S., 9:30-11:15 (1st sem.)

Prof. Carlo

PL. 352—METAPHYSICS: SCIENCE OR PROBLEMATIC II (3)

A continuation of Pl. 351 in seminar.

S., 9:30-11:15 (1st sem.)

Prof. Carlo

PL. 362—SEMINAR—PHILOSOPHY OF WITTGENSTEIN (3)

This course will concentrate on a critical discussion of the central problems involved in the *Tractatus Logico-Philosophicus* and the *Philosophical Investigation*.

Prerequisites: some familiarity with mathematical logic and analytic philosophy.

To be offered Spring Semester, 1968

Prof. MacKinnon, S.J.

PL. 364—SOCIAL AND POLITICAL ETHICS (3)

A discussion of methods in ethics with special insistence on the social dimension of ethical judgment, with the help of political and social scientists as well as philosophers.

To be offered Spring Semester, 1968

Prof. Blanchette, S.J.

PL. 368—SUAREZ: ESSENCE AND EXISTENCE (3)

A detailed analysis of his famous 31st Disputation in the light of an extensive treatment of the historical background of the problem.

To be offered Spring Semester, 1968

Prof. Wells

PL. 371—GOD AND HUMAN KNOWLEDGE (3)

An examination of key medieval theories of knowledge with reference to the doctrine of illumination, and knowledge of God. Particular attention will be paid to St. Bonaventure and his school. (Some knowledge of Latin required.)

M., 4:30-6:15 (1st sem.)

Prof. Tetreau, S.J.

PL. 374—DEVIATIONISM IN MODERN MARXISM (3)

A study of the principal theories of revisionism against the background of classical Marxist-Leninist views.

To be offered Spring Semester, 1968

Prof. Blakeley

PL. 377—ARISTOTLE'S PRACTICAL PHILOSOPHY I (3)

Reading and discussion of representative works with special emphasis on the *Ethics* and *Politics*. Special provision will be made for those who wish to read the Greek text.

To be offered Fall Semester, 1967

Prof. Maguire

PHYSICS (Ph)

Professor: FREDERICK E. WHITE (*Acting Chairman*)

Associate Professors: ROBERT L. BECKER, REV. STANLEY J. BEZUSZKA, S.J., ROBERT L. CAROVILLANO, JOSEPH H. CHEN, REV. JAMES J. DEVLIN, S.J., FRANCIS MCCAFFREY, SOLOMON L. SCHWEBEL

Assistant Professors: EDWARD V. JEZAK, DARRYL J. LEITER, REV. FRANCIS A. LIUIMA, S.J.

Instructor: ROBERT H. TABONY

The Department offers comprehensive programs of study and research leading to the Master of Science and Doctor of Philosophy degrees. Courses of instruction emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

All students working for advanced degrees are normally required to start their studies with the courses: Ph. 201, Ph. 211, Ph. 263, Ph. 281 and Ph. 283. Within two years of the start on these courses, the student is required to take qualifying examinations which will be based on the prescribed courses; the examinations will be given near the end of the Spring semester.

The students who have successfully completed the courses and passed the qualifying examinations may be permitted to enter either the master's program or the doctorate program.

The master's program includes, in addition to the courses which have been designated above, two more required courses, Ph. 307-308 and Ph. 310. The Department reserves the right to grant the master's degree with or without the submission of a thesis. If a thesis is not to be submitted, then the student granted this privilege is required to take two additional courses: Ph. 264 and Ph. 282. Each student should establish a working relationship with the faculty member or members whose field of specialization the student would make his own. On the advice and approval of such faculty member or members and his own judgment of his readiness, the student is required, in a period of at most two years after passing his qualifying examinations, to take the comprehensive examinations for the doctoral degree. A student is not considered a candidate for a Ph.D. degree until he has passed the comprehensive examinations.

Fields for doctoral thesis research include experimental work in low energy nuclear physics and in solid state physics. Opportunities for theoretical research exist in a variety of areas including space physics, electromagnetic theory, nuclear forces, nuclear structure, and atomic and nuclear

radiation phenomena. Master's research fields may also include work in microwave spectroscopy, spectrochemical analysis, and ultrasonics. Research programs are supported by such agencies as Air Force Cambridge Research Laboratories, and the National Science Foundation. Research assistantships are available, during the summer as well as during the academic year, for qualified students in theoretical and experimental research. Boston College is a participating institution for National Science Foundation Graduate Traineeships; the Department also offers other fellowship, scholarship, and teaching assistantship aid to qualified applicants.

The principal experimental research facility of the Department is the Accelerator Laboratory, which currently employs a 400-kilovolt Van de Graaff accelerator and a 400-channel pulse-height analyzer in studies of the angular distribution of elastically scattered neutrons and of the spectroscopy of gamma radiation emitted by nuclei excited by neutron capture or inelastic collision.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES

PH. 121—ADVANCED LABORATORY I (1)

Laboratory and conferences; experiments in mechanics, heat, electricity and magnetism. One laboratory period per week.

Prerequisite: Ph. 35-36, or the equivalent.

First Semester

Prof. Kinnier, S.J.

PH. 122—ADVANCED LABORATORY II (1)

Continuation of Ph. 121.

Second Semester

Prof. Kinnier, S.J.

PH. 123—EXPERIMENTAL PHYSICS I (1)

Laboratory and conferences; a selection of fundamental experiments from atomic, nuclear, and solid state physics. One laboratory period per week.

Prerequisites: Ph. 173-174, or the equivalent.

First Semester

Prof. Kinnier, S.J.

PH. 124—EXPERIMENTAL PHYSICS II (1)

Continuation of Ph. 123.

Second Semester

Prof. Kinnier, S.J.

PH. 143—SPECTROSCOPY I (4)

Line spectra, atomic structure, instruments, techniques. Three lectures and one laboratory period per week.

Not offered 1966-1967

PH. 144—SPECTROSCOPY II (4)

Molecular spectra and structure; methods of applied spectroscopy. Three lectures and one laboratory period per week.

Not offered 1966-1967

PH. 145—SPECTROSCOPY I (3)

Same as Ph. 143, but without laboratory.

Not offered 1966-1967

PH. 146—SPECTROSCOPY II (3)

Same as Ph. 144, but without laboratory.

Not offered 1966-1967

PH. 148—X-RAY DIFFRACTION (3)

X-Ray tubes, goniometers, cameras; lattice systems; Bragg's law, Laue diffraction, reciprocal lattice; diffraction techniques for determination of lattice constants. Three lectures per week.

Second Semester

Prof. Devlin, S.J.

PH. 151—ACOUSTICS (3)

Vibrations of a particle, of strings, bars, and related systems; plane and spherical acoustic waves; resonators and filters; absorption; loudspeakers and microphones; ultrasonics; physiological acoustics; architectural acoustics. Three lectures per week.

Not offered 1966-1967

PH. 161—INTRODUCTION TO SOLID STATE PHYSICS (3)

A study of crystal structures; lattice vibrations; thermal, optical, electrical and magnetic properties of solids; the free electron and band theories of solids. Three lectures per week.

Second Semester

Prof. McCaffrey

PH. 173—INTRODUCTORY QUANTUM MECHANICS I (3)

Historical background; wave theory; Schrödinger equation; one-dimensional and three-dimensional problems; perturbation theory; spin; identical particles. Three lectures per week.

First Semester

Prof. Jezak

PH. 174—INTRODUCTORY QUANTUM MECHANICS II (3)

Alkali atoms; multi-electron atoms; molecular structure; scattering theory; electromagnetic radiation; two-nucleon problem. Three lectures per week.

Second Semester

Prof. Jezak

PH. 175—STATISTICAL PHYSICS I (3)

Application of the laws of statistics to many-body systems of microscopic particles to obtain laws of thermodynamics and kinetic theory. Three lectures per week.

First Semester

Prof. Tabony

PH. 176—STATISTICAL PHYSICS II (3)

Statistical mechanics; quantum statistics with applications. Three lectures per week.

Second Semester

Prof. Tabony

PH. 177—OPTICS (3)

Geometrical optics; wave motion. Huygen's principle, dispersion, interference, diffraction, polarization, electromagnetic and quantum theory. Three lectures per week.

First Semester

Prof. Devlin, S.J.

PH. 191—NUCLEAR PHYSICS (3)

Descriptive theory of nuclei; nuclear disintegrations and their interaction with matter; nuclear reactions and scattering. Three lectures per week.

First Semester

Prof. Tabony

PH. 195—THEORETICAL PHYSICS I (3)

Selected topics in theoretical mechanics, principles of relativity, electrostatics and magnetostatics, the Maxwell equation. Three lectures per week.

First Semester

Prof. Becker

PH. 196—THEORETICAL PHYSICS II (3)

Electromagnetic wave equation, covariance of Maxwell equations, selected radiation topics, point charges in external fields, topics in quantum theory and on continuous media. Three lectures per week.

Second Semester

Prof. Becker

GRADUATE COURSES

PH. 201—CLASSICAL MECHANICS (3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Three lectures per week.

First Semester

Prof. Leiter

PH. 203—PLASMA PHYSICS (3)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance. Three lectures per week.

Second Semester

Prof. Carovillano

PH. 211—MATHEMATICAL PHYSICS I (3)

Complex variables and theory of residues; matrices; determinants, transformation theory; theory of linear operators; calculus of linear operators, invariants, and relation to group theory. Three lectures per week.

First Semester

Prof. Schwebel

PH. 212—MATHEMATICAL PHYSICS II (3)

Extension and generalization of linear operator theory to the continuous case; transform calculus; inverses; study of the linear operator for second order differential equations. Three lectures per week.

Second Semester

Prof. Schwebel

PH. 231—THERMODYNAMICS AND KINETIC THEORY (3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. Three lectures per week.

Not offered 1966-1967

PH. 263—ELECTROMAGNETIC THEORY I (3)

Physical basis for Maxwell's equations; electrostatics and magneto-statics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena, point charge motion in external fields. Three lectures per week.

First Semester

Prof. Carovillano

PH. 264—ELECTROMAGNETIC THEORY II (3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Liénard-Wiechert potentials; covariant electrodynamics. Three lectures per week.

Second Semester

Prof. Carovillano

PH. 269—SPACE PHYSICS (3)

A selection of current research topics in space physics including the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma. Three lectures per week.

Not offered 1966-1967

PH. 273—SOLID STATE THEORY (3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity. Three lectures per week.

First Semester

Prof. Chen

PH. 274—ADVANCED TOPICS IN SOLID STATE PHYSICS (3)

The topics studied depend on the interests of the students. Three lectures per week.

Prerequisite: Ph. 273, or the equivalent.

Second Semester

Prof. Chen

PH. 281—QUANTUM MECHANICS I (3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Three lectures per week.

Second Semester

Prof. Jezak

PH. 282—QUANTUM MECHANICS II (3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Three lectures per week.

First Semester

Prof. Leiter

PH. 283—STATISTICAL MECHANICS (3)

Fundamental principles of classical and quantum statistics; kinetic theory; ensemble theory; statistical basis of thermodynamics; selected applications. Three lectures per week.

First Semester

Prof. Schwebel

PH. 284—TOPICS IN ADVANCED QUANTUM MECHANICS (3)

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory; generalized symmetry principles and conservation laws. Three lectures per week.

Second Semester

Prof. Leiter

PH. 292—NUCLEAR THEORY (3)

Phenomenological and theoretical survey of the two nucleon problem, properties of stable nuclei, nuclear models, multipole moments and transitions, elastic and inelastic nuclear scattering. Three lectures per week.

Not offered 1966-1967

PH. 294—HIGH ENERGY PHYSICS (3)

Properties and systematics of elementary particles. Angular momentum, partial wave analysis, symmetry, i-spin, polarization, strangeness, TCP invariance and other related topics. Three lectures per week.

Not offered 1966-1967

PH. 296—ADVANCED TOPICS IN NUCLEAR PHYSICS (3)

Nuclear reactions, nuclear models, and any topic of special interest to students. Lectures and seminars; three meetings per week.

Not offered 1966-1967

PH. 299—READINGS AND RESEARCH (2 or 3)

By arrangement (both semesters)

THE DEPARTMENT

PH. 301—THESIS RESEARCH (3, 3)

A research problem of an original and investigative nature.

By arrangement (both semesters)

THE DEPARTMENT

PH. 305—THESIS DIRECTION (2)

A two-point, non-credit course for those whose thesis research time has elapsed.

By arrangement

THE DEPARTMENT

PH. 307-308—GRADUATE SEMINAR I, II (1, 1)

Discussion of special problems and current literature; credit may be obtained only by regular participation in the discussions.

Both Semesters

THE DEPARTMENT

PH. 310—PHYSICS COLLOQUIUM

A weekly discussion of current topics in physics. No academic credit; no fee.

Both Semesters

THE DEPARTMENT

POLITICAL SCIENCE (Po)

Professors: DAVID LOWENTHAL, PETER S. H. TANG, ROBERT K. WOETZEL.

Associate Professors: GARY P. BRAZIER, MARVIN RINTALA.

Instructors: PIERRE-MICHEL FONTAINE, ROBERT E. GILBERT.

Candidates for the master's degree in Political Science are required to take Po 200. Ordinarily this course should be taken at the beginning of the student's graduate studies. A thesis also is required for the master's degree in Political Science. For purposes of the comprehensive examination students should select courses in the four fields of political science: Political Theory, American Government, Comparative Government, and International Politics. A limited number of closely related courses in other departments may be taken with the approval of the department chairman.

Candidates for the M.A. in American Studies with a concentration in Political Science will be expected to take twelve hours of graduate study in Political Science and twelve hours of graduate study in American history, sociology, literature, or related fields. The master's thesis will be written in the field of American Government and will be read by members of both the major and minor departments.

COURSES OF INSTRUCTION

Po. 200—BIBLIOGRAPHY AND METHODS (3)

A study and application of the scientific methodology required for gathering, assessing, synthesizing and documenting materials in political science.

M., 4:30-6:15 (1st sem.)

To be announced

POLITICAL THEORY

Po. 261—CONTEMPORARY POLITICAL IDEOLOGIES (3)

An attempt to understand influential twentieth-century ideologies through the thinkers who helped to form them. Included are liberalism (Locke), conservatism (Burke), communism (Marx and Engels), and nazism (Nietzsche).

W., 4:30-6:15 (1st sem.)

Prof. Lowenthal

Po. 262—THE POLITICAL THOUGHT OF JOHN LOCKE (3)

An analysis of Locke's *Second Treatise of Civil Government* and related writings.

W., 4:30-6:15 (2nd sem.)

Prof. Lowenthal

AMERICAN GOVERNMENT

Po. 203—THE UNITED STATES CONGRESS (3)

Analytical study of the national legislature, its powers, functions, and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

W., 4:30-6:15 (1st sem.)

Prof. Brazier

Po. 204—THE AMERICAN PRESIDENCY (3)

An historical and analytic development of the office and powers of the Chief Executive.

M., 4:30-6:15 (2nd sem.)

Prof. Gilbert

Po. 208—PROBLEMS IN PUBLIC ADMINISTRATION (3)

Research and reports on selected problems of public administration at the municipal, state, and federal levels.

W., 4:30-6:15 (2nd sem.)

Prof. Brazier

Po. 211—POLITICAL PARTIES AND PRESSURE GROUPS (3)

An analysis of pressure groups, political parties, the electorate, and electoral trends in the United States.

F., 4:30-6:15 (1st sem.)

Prof. Gilbert

COMPARATIVE GOVERNMENT

Po. 141—GOVERNMENT AND POLITICS OF LATIN AMERICA I (3)

An introduction to the political culture of the area, as well as a study of the governmental and political processes. The following subjects will be examined: the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo," radicalism, liberalism, militarism, and totalitarianism.

T., Th., 3:00-4:15 (1st sem.)

Prof. Fontaine

Po. 142—GOVERNMENT AND POLITICS OF LATIN AMERICA II (3)

Analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

T., Th., 3:00-4:15 (2nd sem.)

Prof. Fontaine

Po. 153—SOVIET POLITICAL INSTITUTIONS (3)

A systematic investigation into the ideological framework, historical development, organizational structure and operational code of Soviet policy.

M., W., F., 3:00-3:50 (1st sem.)

Prof. Tang

Po. 158—GOVERNMENT AND POLITICS OF EAST CENTRAL EUROPE (3)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

T., Th., 3:00-4:45 (2nd sem.)

Prof. Tang

Po. 221—COMPARATIVE EUROPEAN POLITICS (3)

Leadership in various European political systems will be examined.

T., 4:30-6:15 (1st sem.)

Prof. Rintala

Po. 222—COMPARATIVE EUROPEAN POLITICS (3)

Different types of party systems will be studied.

T., 4:30-6:15 (2nd sem.)

Prof. Rintala

Po. 253—GOVERNMENT AND POLITICS OF CHINA (3)

A detailed study of the evolution of political ideas and institutions of contemporary China. Special references are made to Communist revolutionary strategies and tactics as well as ideology and leadership.

Th., 4:30-6:15 (1st sem.)

Prof. Tang

INTERNATIONAL POLITICS

Po. 156—SOVIET FOREIGN POLICY (3)

A study of the basic principles and agencies for the formulation and execution of Soviet foreign policy. Particular attention is given to Soviet views and behavior toward the United States.

M., W., F., 3:00-3:50 (2nd sem.)

Prof. Tang

Po. 254—SINO-SOVIET RELATIONS (3)

An intensive study of the political, economic, social and cultural relations between these great powers.

Th., 4:30-6:15 (2nd sem.)

Prof. Tang

Po. 271—INTERNATIONAL RELATIONS (3)

A study of the nation-state system from the standpoint of policy and power.

F., 4:30-6:15 (1st sem.)

Prof. Woetzel

Po. 272—SELECTED PROBLEMS IN CONTEMPORARY INTERNATIONAL POLITICS (3)

An intensive analysis of the major problems confronting the international community.

F., 4:30-6:15 (2nd sem.)

Prof. Woetzel

Po. 301—THESIS SEMINAR (3, 3)

Direction of research problems.

By arrangement

THE DEPARTMENT

Po. 303—READING AND RESEARCH (3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

THE DEPARTMENT

Po. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

PSYCHOLOGY (Ps)

Professors: JOSEPH R. CAUTELA, MARC A. FRIED, REV. JAMES F. MOYNIHAN, S.J.,* LESLIE PHILLIPS, JOHN M. VONFELSINGER (*Chairman*)

Associate Professors: DANIEL J. BAER, LENIN A. BALER

Assistant Professors: HAROLD N. KELLNER, REV. JOHN R. MCCALL, S.J., JANE B. MOOSBRUKER, ALVIN J. SIMMONS

Adjunct Clinical Instructor: SISTER M. GENEVIEVE KURETH

Lecturers: GILBERT SHAPIRO, WILLIAM VOGEL

**On leave of absence spring term 1967*

The Department offers a master's degree in two areas of concentration: General-Experimental and Clinical Psychology. A minimum of thirty-three (33) credit hours is required for the master's degree in General-Experimental Psychology. Three of these credits are awarded for a master's thesis. A minimum of forty-two (42) credits is required for the master's degree in Clinical Psychology, with three of these credits awarded for the thesis. Accordingly, this latter concentration, which includes a year of practicum experience, will normally require two years of course work. All fulltime students are required to pay a laboratory fee of \$25.00 each semester.

The master's program in General-Experimental Psychology is designed to achieve the following objectives: (1) to create a broad, yet intensive background in general and experimental psychology which will allow the student to assume a teaching position with considerable sophistication; (2) to equip the student with the basic principles and technical skills leading to successful performance in an industrial setting; and (3) to prepare students for continuation in their studies to the doctoral level. The master's program in Clinical Psychology is implemented by professional courses and practica designed to develop a comprehensive psychological understanding of the individual in his unique psychological setting as well as in the broader context of the extended community. Through practicum experience particular attention is given to the opportunities and requirements of appropriate work in schools and children's clinics, group home placements and community agencies.

The following admission requirements are specific to the Department of Psychology:

1. A bachelor's degree from an accredited college or university with a minimum B average.
2. Undergraduate course background in general experimental psychology (with laboratory experience), and introductory statistics. Although it is desirable that the student possess an undergraduate background in psychology, capable students without this background may be accepted after evaluation of their academic record and their score on the Miller Analogies Test. In some cases this may involve making up prerequisite courses while pursuing

the regular course sequence, or in the Summer Session preceding enrollment as a degree candidate.

3. Satisfactory performance on the Miller Analogies, or Graduate Record Examination.
4. Evidence of the personality and character qualifications expected in professional psychologists. This will be determined by two letters of recommendation and personal interview with the departmental staff.

COURSES OF INSTRUCTION

Ps. 201—ADVANCED EXPERIMENTAL PSYCHOLOGY I (3)

A study of the scientific method with special emphasis on the design and execution of experiments through an understanding of the methods of control and manipulation of variables. Individual experimental projects.

W., 4:30-6:15 (1st sem.)

To be announced

Ps. 202—ADVANCED EXPERIMENTAL PSYCHOLOGY II (3)

Discussion of selected aspects of learning, memory, perception and emotions with emphasis on instrumentation, laboratory technique, and application of electronic methods.

W., 4:30-6:15 (2nd sem.)

To be announced

Ps. 203—SYSTEMATIC PSYCHOLOGY (3)

Historical development of modern psychology. Analysis of major psychological systems and a survey of trends in contemporary psychology. The scientific basis of psychology and persistent philosophical problems.

Not offered 1966-1967

Ps. 204—THEORIES OF LEARNING (3)

An analysis of contemporary learning theories as they are related to basic problems in learning.

Th., 4:30-6:15 (1st sem.)

Prof. Cautela

Ps. 205—DIFFERENTIAL PSYCHOLOGY (3)

Problems, methods, and results of Differential Psychology. Factors influencing and techniques for studying individual differences.

Not offered 1966-1967

Ps. 206—PSYCHOLOGY OF PERCEPTION (3)

An experimental course dealing with the facts and principles of complex perceptual phenomena with special reference to theories of perception.

T., 4:30-6:15 (2nd sem.)

Prof. Baer

Ps. 207—PSYCHODIAGNOSIS I (3)

Introduction to clinical techniques of observation and interview focusing on establishing test rapport. Administration and interpretation of structured tests (e.g., Wechsler Adult Intelligence Scale), designed to evaluate cognitive and personality functioning.

W., 4:30-6:15 (1st sem.)

To be announced

Ps. 208—PSYCHODIAGNOSIS II (3)

Projective testing techniques with emphasis on the evaluation of cognitive and personality functioning. Intensive study of the application of psychodynamic theories of personality development in the clinical appraisal of the individual case.

Prerequisite: Ps. 207.

W., 4:30-6:15 (2nd sem.)

To be announced

Ps. 209—PSYCHODIAGNOSIS III (3)

Integration of case histories and psychological test material in the assessment of personality and behavior.

T., 4:30-6:15 (1st sem.)

Prof. Phillips

Ps. 211—PSYCHOLOGICAL STATISTICS I (3)

Description and inferential methods in psychological research. Emphasis placed on probability distribution, sampling theory, tests of hypothesis, curve fitting, regression, and special correlation methods. Chi-square properties and tests.

M., 4:30-6:15 (1st sem.)

Prof. Baer

Ps. 212—STATISTICS II: THE COMPUTER AS A RESEARCH INSTRUMENT
(3)

This course will build from simple statistical techniques and complex procedures of multivariate statistics, a series of modular computer programs designed both to reveal the logic of statistical analysis and to be used by the students in experiments aimed at discovering how various statistics behave under given conditions of input. Students will learn the elements of computer programming, and will program both statistical modules and the experiments. No previous training in computer work is necessary.

M., 4:30-6:15 (2nd sem.)

Prof. Shapiro

Ps. 213—EXPERIMENTAL DESIGN (3)

Parametric and nonparametric statistical models in psychological research. Ranking and randomization tests. Factorial, hierarchical, latin-square, split plot, and trend analysis designs. Analysis of covariance. Multivariate tests.

Not offered 1966-1967

Ps. 215—THEORIES OF PSYCHOTHERAPY (3)

Major theories and practices of psychotherapy together with their application to clinical counseling.

Not offered 1966-1967

Ps. 217—SOCIAL PSYCHOLOGY (3)

Thinking, learning, motivations, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

Not offered 1966-1967

Ps. 218—PSYCHOPATHOLOGY (3)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspect of functional personality disorders.

Not offered 1966-1967

Ps. 219—PSYCHODYNAMIC THEORIES OF PERSONALITY (3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

T., 4:30-6:15 (1st sem.)

Prof. Kellner

Ps. 220—PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

Theory, methods, and techniques of psychological test construction and administration.

Not offered 1966-1967

Ps. 222—PRINCIPLES OF BEHAVIOR MODIFICATION (3)

The study of the application of learning theory for the study of the behavior disorders. A critical evaluation of various behavioral techniques and their comparison with more traditional methods.

T., 4:30-6:15 (2nd sem.)

Prof. Cautela

Ps. 224—HIGHER MENTAL PROCESSES (3)

Covering such processes as thinking, concept formation, problem solving, creativity and psycholinguistics, within an organismic-developmental framework, the course will systematically explore the development of the cognitive process from the most primitive forms of sensory motor adaptation through an analysis of symbolic, representational, and logical forms of cognitive functioning.

Th., 4:30-6:15 (1st sem.)

Prof. Kellner

Ps. 225—CLINICAL CHILD PSYCHOLOGY (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

W., 4:30-6:15 (2nd sem.)

Prof. McCall, S.J.

Ps. 226—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the clinical and counseling implications of the affective and cognitive dynamics: needs, emotions, attitudes, values, and their relation to personality and character development and integration.

W., 4:30-6:15 (1st sem.)

Prof. Moynihan, S.J.

Ps. 227—SOCIO-CULTURAL DETERMINANTS OF BEHAVIOR (3)

Psychological theories of personality development in terms of culture and societal structures. Analysis of social behavior in terms of constructs of social psychology.

T., 4:30-6:15 (2nd sem.)

Prof. Fried

Ps. 229—EPIDEMIOLOGICAL APPROACHES TO MENTAL HEALTH AND ILLNESS (3)

The relevant concepts and methods of epidemiology as they relate to mental health and illness. Description and analysis of methods and findings of existing research.

T., Th., 12:00-1:45 (1st sem.)

Prof. Simmons

Ps. 231—PHYSIOLOGICAL PSYCHOLOGY (3)

Anatomical and functional study of the nervous and endocrine systems. Physiological bases of sensory discrimination, learning, drive, and motivation, emotional behavior, memory, and psychometrics.

F., 4:30 - 6:15 (2nd sem.)

Prof. Vogel

Ps. 232—HUMAN FACTORS (3)

A survey course in human factors research. Topics include: display and control design, systems design, the personnel sub-system, simulation techniques, dynamic responses of human operators, automation, detection and decision problems.

Not offered 1966-1967

Ps. 251-252—CLINICAL PRACTICUM I AND II (3, 3)

Students are assigned to child guidance or adult psychiatric clinics for supervised experience in interviewing, administration, and interpretation of test batteries, communication and inter-professional relations.

By arrangement (1st and 2nd sems.)

Prof. vonFelsinger

Ps. 254—SEMINAR IN PSYCHO-SOCIAL PROBLEMS (3)

Theoretical and methodological considerations of major substantive problems in Social Psychology.

W., 4:30 - 6:15 (2nd sem.)

Prof. Moosbrucker

Ps. 256—SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (3)

Theoretical principles and empirical examples of processes underlying psychological change and development. A comparative framework which permits investigation of a broad range of phenomena, e.g. child development, phylogenesis, transient reactions to crises, and differing levels of cultural organization.

F., 4:30-6:15 (2nd sem.)

Prof. Kellner

Ps. 260—SEMINAR IN CLINICAL PROBLEMS (3)

A consideration of professional and scientific problems stemming from the nature and direction of the development of clinical psychology, including ethics, interprofessional relations as well as the validity of clinical inference. Students must be taking Practicum II concurrently.

Not offered 1966-1967

Ps. 261—SEMINAR IN CLINICAL INTERVENTION (3)

The examination of theories of neurosis and behavior disturbances yielding implications for clinical intervention at various levels ranging from preventive action at the institutional and primary group level to techniques of personality reconstruction. Implications for the differential therapeutic role of various professional groups.

Not offered 1966-1967

Ps. 262—PSYCHOLOGICAL RESEARCH (3)

A study of ecological, clinical and laboratory models of research in human behavior.

Th., 4:30-6:15 (2nd sem.)

THE DEPARTMENT

Ps. 263-264—RESEARCH-TUTORIAL I & II (3, 3)

An apprenticeship in research. Each student participates, to the developing level of his abilities, in the ongoing research of a faculty member. Emphasis is on bridging the gap between theory, methodology and technique, and their practical application to the solution of problems of human interest and concern in either laboratory or clinical or community setting.

By arrangement (1st and 2nd sems.)

THE DEPARTMENT

Ps. 299—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

Ps. 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

Ps. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

SOCIOLOGY (Sc)

Professors: SEVERYN T. BRUYN, JOHN D. DONOVAN, RITCHIE P. LOWRY

Assistant Professors: DOROTHY CORBETT, REV. JOSEPH M. HOC, BUFORD RHEA (*Acting Chairman*), ROBERT G. WILLIAMS

Instructors: MADELEINE D. GIGUÈRE, LOIS KAY RICHARDS

Lecturers: BENEDICT S. ALPER, GILBERT SHAPIRO

Candidates for the M.A. in sociology are required to take Sc. 223 and Sc. 280 during the first semester and Sc. 212 and Sc. 288 during the second semester. A master's thesis is required. With the approval of the department chairman, a limited number of related courses may be taken in the curricula of the Departments of History, Political Science, and Psychology.

COURSES OF INSTRUCTION

Sc. 149—POLITICAL SOCIOLOGY (3)

An analysis of the underlying social conditions that affect government and politics.

T., Th., 12:00-1:15 (2nd sem.)

Prof. Lowry

Sc. 166—METHODS OF SOCIAL RESEARCH (3)

Theory and method in social research. Research designs and techniques. Field exercises in selected research techniques.

T. Th., 12:00-1:15 (1st sem.)

Prof. Hoc

Sc. 171—SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS (3)

An analysis of the structures and major processes of recruitment, training, and career development in selected occupational areas.

Not offered 1966-1967

Prof. Rhea

Sc. 176—SOCIOLOGY OF MEDICINE (3)

An analysis of health and illness, focusing on their cultural, professional, organizational, and epidemiological aspects.

M., W., F., 3:00-3:50 (2nd sem.)

Prof. Giguère

T., Th., 12:00-1:15 (2nd sem.)

Prof. Hoc

Sc. 177—SOCIAL STRATIFICATION (3)

Systematic analysis of caste, estate, and class structures. Special attention to American social classes.

T., Th., 1:30-2:45 (2nd sem.)

Prof. Donovan

Sc. 183—PRE-COMTEAN SOCIAL THOUGHT

This course offers a brief survey of social thought from antiquity to the 19th century.

M., W., F., 11:00-11:50 (2nd sem.)

Prof. Williams

Sc. 184—SOCIOLOGICAL THEORY (3)

Critical examination of recent developments in sociological theory; analysis of 19th century trends leading to contemporary emphasis on theory and research; relationship of theory to current research interests.

M., W., F., 1:00-1:50 (1st sem.)

Prof. Bruyn

Sc. 188—SOCIOLOGY OF AMERICAN CATHOLICISM (3)

Analysis of American Catholicism as a sub-cultural system. Survey of major historical, demographic, and institutional features and critical examination of contemporary processes.

M., 4:30-6:15 (1st sem.)

Prof. Donovan

Sc. 192—POPULATION (3)

Survey of world population trends, policies and problems. Analysis of factors involved in projections.

M., W., F., 3:00-3:50 (1st sem.)

Prof. Giguère

Sc. 208—SOCIOLOGY OF KNOWLEDGE (3)

A study of the social determinants of thought, climates of opinion, ideologies, etc.

T., 4:30-6:15 (2nd sem.)

Prof. Rhea

Sc. 212—STATISTICS II: THE COMPUTER AS A RESEARCH INSTRUMENT (3)

This course will build from simple statistical techniques and complex procedures of multivariate statistics, a series of modular computer programs designed both to reveal the logic of statistical analysis and to be used by the students in experiments aimed at discovering how various statistics behave under given conditions of input. Students will learn the elements of computer programming, and will program both statistical modules and the experiments. No previous training in computer work is necessary.

M., 4:30-6:15 (2nd sem.)

Prof. Shapiro

Sc. 223—STATISTICS (3)

Experimental design; statistical tests for small and large samples; intermediate statistical techniques of sociological analysis (multivariate and factor analysis, etc.).

T., 4:30-6:15 (1st sem.)

Prof. Hoc

Sc. 231—CRIMINOLOGY AND PENOLOGY

An introduction to the phenomenon of crime and an understanding of the criminal in society. Topics include: the nature of crime and individual criminality; a review of classic theories of crime causation, agencies and programs to treat and correct anti-social behavior.

M., W., F., 3:00-3:50 (1st sem.)

Prof. Alper

Sc. 232—ADVANCED CRIMINOLOGY

An examination of the broader social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of modern society; white collar crime; the underworld and the political machine.

W., 4:30-6:15 (2nd sem.)

Prof. Alper

SC. 267—THE COMMUNITY (3)

This course analyzes the major structures of modern communities.

W., 4:30-6:15 (1st sem.)

Prof. Bruyn

SC. 285—SOCIOLOGY OF THE ARTS (3)

A survey of the influence of social factors upon symbolic expression, including literature, architecture, drama, etc.

T., 4:30-6:15 (2nd sem.)

Prof. Corbett

SC. 287—SOCIOLOGY OF THE MILITARY (3)

An analysis of the structure and functions of military forces in the modern world.

F., 4:30-6:15 (2nd sem.)

Prof. Lowry

SC. 289—WOMEN IN AMERICAN SOCIETY (3)

A critical survey of theory and research related to the socialization, roles and social participation of women in American Society.

F., 4:30-6:15 (1st sem.)

Prof. Richards

SC. 291—INSTITUTIONAL STRUCTURE (3)

Analysis of institutional systems with emphasis on the social mechanisms linking central power structures and grass roots organizations.

W., 4:30-6:15 (2nd sem.)

Prof. Bruyn

SC. 288—ADVANCED THEORY

The philosophy of science; scientific structure in social investigations; the role of logic and mathematics.

Th., 4:30-6:15 (2nd sem.)

Prof. Rhea

SC. 301—THESIS SEMINAR (3, 3)

Problems of research, supplemented with individual conferences.

By arrangement

THE DEPARTMENT

SC. 303—READING AND RESEARCH (3)

Directed study and research in specialized areas.

By arrangement

THE DEPARTMENT

SC. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

SC. 280—RESEARCH METHODS

Presentation of current problems and techniques of research; discussion of student thesis proposals.

Th., 4:30-6:15 (1st sem.)

Prof. Rhea



LINDEN LANE



ALUMNI HALL

THE SCHOOL OF
THEOLOGY
AT WESTON COLLEGE



WESTON, MASSACHUSETTS

OFFICERS OF ADMINISTRATION

VERY REV. PAUL T. LUCEY, S.J., Ph.D., *Rector*

REV. JOSEPH A. DEVENNY, S.J., Ph.D., *Dean*

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SCHOOL OF THEOLOGY

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REV. WILLIAM J. READ, S.J.

HISTORY AND ORGANIZATION

The School of Theology is located at Weston College on the former Walker estate in the town of Weston, Massachusetts, which is also the site of the School of Philosophy and Weston Observatory. Opened on January 2, 1922, the college was called "Fairview" during the first few years of its existence. It was incorporated as Weston College by an act of the Massachusetts legislature on April 5, 1929. On October 18, 1932 a papal charter from Pope Pius XI canonically established Ecclesiastical Faculties of Philosophy and Theology—thus empowering the college to grant higher ecclesiastical degrees in Philosophy and Theology. Weston College has its own Rector and a dean for each of the two schools. In addition to the deans, a prefect of studies functions as chief academic official of both schools—coordinating common academic activities and directing, in cooperation with the deans, the distinct programs of each. Because of the calibre of the course and the peculiar maturity of the student body in the School of Theology, a high professor-student ratio is maintained (at present one professor with terminal degree for each 7-8 students). Teaching assignments for the staff are purposely kept low, in order to provide them with sufficient time for close personal direction of students and ample opportunity for their own research and publication.

ADMISSION

A basic condition of admission to the School of Theology is membership in the Society of Jesus and maintenance of that membership. A bachelor's degree with a philosophy major, plus one additional year of philosophical studies, is required of those admitted to courses leading to the degree of Bachelor of Sacred Theology (S.T.B.). A Master's degree in Philosophy or its equivalent (v.g., a Licentiate in Philosophy) is required for admission to the course leading to the Licentiate in Sacred Theology (S.T.L.). No candidate may be admitted to the course leading to the Doctorate in Sacred Theology (S.T.D.) who has not already acquired the Licentiate. A facile reading and speaking knowledge of Latin is essential for any of the three programs, since without this it would be impossible to follow the lectures or undertake the oral examinations wherein this medium is employed. An elementary reading knowledge of ancient Greek is also required, and a reading knowledge of at least French and German is strongly recommended.

OBJECTIVES

The objectives of the baccalaureate and licentiate programs are not wholly distinct, both aiming at this threefold end:

To impart a solid body of knowledge in the theological sciences, with major emphasis on the fields of Fundamental and Dogmatic Theology, and a disciplined formation in these sciences, thus perfecting the student's liberal education.

to enable the student to integrate this theological background into his future activity as a Jesuit priest, so that he may not only function with competence and skill in strictly pastoral ministry but may also deal professionally with all classes of men in the light of his theology;

to introduce the student to the source material and practice in scholarly investigation in the sacred sciences and to train him in the methods of theological research.

While this triple aim is common to the two curricula, the nature of each program requires a distinct emphasis. The baccalaureate program stresses the use of theology in pastoral ministry and its practical applications in other fields, while the licentiate program places greater emphasis on theological formation and research methods.

PROGRAM

Towards the accomplishment of the above objectives, as they are to be differently achieved through the two curricula, the pattern of each curriculum follows a hierarchical order according to the greater importance and excellence of the various subjects.

The division of subjects in the licentiate curriculum, as outlined in the *Statuta Facultatum Theologiae et Philosophiae* (1934) of the Society of Jesus and developed more fully in the *Ratio Studiorum Superiorum* (1954) is as follows:

I. PRINCIPAL COURSES (essentially required for the accomplishment of the aims): Fundamental and Dogmatic Theology; Moral and Pastoral Theology; Sacred Scripture; Canon Law; Ecclesiastical History (with an introduction to Patrology and Sacred Archaeology).

II. AUXILIARY COURSES (necessary for the fuller understanding of the principal courses): Biblical Hebrew; Biblical Greek; Oriental Theology; Liturgy and its History; Ascetical Theology.

III. SPECIAL COURSES (non-credit courses required for the acquisition of certain pastoral skills): Ecclesiastical Rites, Sacred Eloquence, Moral Conferences.

IV. ELECTIVE COURSES (leading to a more thorough understanding of matter in principal or auxiliary courses). Two such electives are required: with the approval of the Dean, these are selected from the courses currently offered according to the particular needs or interests of each student.

Students in the licentiate curriculum must also participate in at least one research seminar to demonstrate their aptitude for scholarly investigation in the field of theology or other sacred science.

Students in the baccalaureate curriculum are not required to follow courses in Biblical Hebrew, Biblical Greek, Oriental Theology, or the elective courses, though they may audit such courses with the approval of the Dean. In keeping with the aims of this curriculum, there is added instruction in catechetical and pastoral methods, and in place of the research seminar there are academic demonstrations or exercises through which the student must manifest his fitness to apply theology to the needs of the ministry.

DEGREES AND EXAMINATIONS

Weston College grants the professional degrees of Bachelor of Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctor of Sacred Theology (S.T.D.). The nomenclature of these degrees is that of canonically erected Faculties of Theology in the Roman Catholic Church. For the S.T.B. or S.T.L. a sufficiently high level of scholarship must be manifested in the oral and written examinations each year in the four-year program outlined above to merit the qualification "*probatus*." Failure to achieve this qualification in any examination in Fundamental or Dogmatic Theology immediately disqualifies a candidate from the licentiate program. In addition to the examinations for each course, licentiate candidates must successfully pass a three-hour written examination and an eighty minute oral, conducted in Latin, covering the entire field of Fundamental and Dogmatic Theology. A similar but less comprehensive oral examination of forty-five minutes is demanded of students contending for the Baccalaureate degree. Only students who have already completed the Licentiate may be admitted as candidates for the Doctorate in Sacred Theology (S.T.D.). The S.T.D. cannot be granted

before completion of the fifth year and normally will require six years or more. The Doctorate requires a further program of courses and research under the direction of a special committee of professors, as well as a doctorate dissertation. Candidates must, in addition to oral and written examinations in special elective subjects, successfully defend their approved written dissertation in a one-hour oral examination before a board of at least five professors; in another one-hour oral examination before a similar board, they must prove their fitness for professional teaching and scholarly research by expounding a carefully selected and difficult theological problem. The Doctorate will not be awarded before publication of the dissertation.

LIBRARY

A library of 90,000 volumes provides for the courses, research, and general cultural needs of the School of Theology and the School of Philosophy. Particular emphasis has been placed on the development of an extensive collection of periodicals. In the fields of Catholic theology and Biblical scholarship, classical and scholastic philosophy, and Arabic studies, the strength of the library's holdings offers considerable advantages to the other schools in the Boston College complex and to scholars from other institutions in the area.

DESCRIPTION OF COURSES

I. PRINCIPAL COURSES*

A) FUNDAMENTAL AND DOGMATIC THEOLOGY**
BACCALAUREATE PROGRAM

TH. 111W—REVELATION (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 211W.

First Year (baccalaureate program)

TH. 112W—TRADITION AND SACRED SCRIPTURE (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 212W.

First Year (baccalaureate program)

TH. 113-114W—ECCLESIOLOGY (8 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 213-214W.

First Year (baccalaureate program)

TH. 115W—ACT OF FAITH (1 Sem. Hr.)
A more concentrated and selective treatment of the contents of course. TH. 215W.

Second or Third Year (baccalaureate program)

TH. 121W—UNITY OF GOD (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 221W.

Second or Third Year (baccalaureate program)

TH. 122W—TRINITY OF GOD (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 222W.

Second or Third Year (baccalaureate program)

* For principal courses, with the exception of ECCLESIASTICAL HISTORY, the Latin language is used as a medium of communication in lectures and oral examinations. The textbooks employed are written in Latin.

** Courses in Fundamental and Dogmatic Theology treat both positive and speculative theology, having historical, dogmatic, and speculative aspects. Thus the doctrines of the Church and current theological positions are not only justified by the teaching authority of the Church, but they are traced in their origins in public revelation, in the fonts of Scripture and Tradition, their manifestations in patristic writings, and their historical development in theological controversy and speculation to the present day.

TH. 123-124W—GOD THE CREATOR AND REDEEMER (8 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 223-224W.

Second or Third Year (baccalaureate program)

TH. 125-126W—THE INCARNATION AND MARIOLOGY (7 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 225-226W.

Second or Third Year (baccalaureate program)

TH. 127-128W—THE GRACE OF CHRIST (8 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 227-228W.

Second or Third Year (baccalaureate program)

TH. 129W—THE SACRAMENTS I (6 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 229W.

Fourth Year (baccalaureate program)

TH. 130W—THE SACRAMENTS II (6 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 230W.

Fourth Year (baccalaureate program)

LICENTIATE PROGRAM

TH. 211W—REVELATION (4 Sem. Hrs.)

Revelation, its possibility and suitability; miracles and prophecies as criteria of revelation, how they can be known, and how they can prove the divine origin of revelation; the canons and limitations of the historical method; Jesus as Divine Legate and Messiah, His preaching and miracles; the resurrection as confirming His testimony; the preambles of divine faith; the termination of public revelation and dogmatic progress.

First Year (licentiate program)

TH. 212W—TRADITION AND SACRED SCRIPTURE (4 Sem. Hrs.)

The fonts of public revelation; their interrelationships; the characteristics of tradition; genuinity, historicity, substantial integrity of the Gospels; nature of inspiration; canon of Sacred Scripture and the function of the Magisterium as authentic interpreter; the various senses of Scripture.

First Year (licentiate program)

TH. 213-214W—ECCLESIOLOGY (8 Sem. Hrs.)

The origins of the Church; the function of the Apostles and the unique position of Peter; the power to teach, rule, sanctify; apologetic and dogmatic evidence for the identification of the Roman Catholic Church with the Church established by Christ; primacy and infallible teaching power of the Roman Pontiff; social nature of the Church; the Mystical Body of Christ; the Communion of Saints.

First Year (licentiate program)

- TH. 215W—ACT OF FAITH (1 Sem. Hr.)
The act of supernatural faith, its meaning, motive, characteristics; analysis of its nature as an intellectual act; its necessity for salvation.
Second or Third Year (licentiate program)
- TH. 221W—UNITY OF GOD (4 Sem. Hrs.)
The unity of the divine nature; man's ability to know God by rational argumentation; knowledge of God supernaturally; God's knowledge of Himself and created things; divine providence; predestination, and reprobation; the universal salvific will.
Second or Third Year (licentiate program)
- TH. 222W—TRINITY OF GOD (4 Sem. Hrs.)
The mystery of the Holy Trinity; theological exposition of the divine processions, relations, persons, and missions; the absolute necessity of revelation for knowledge of the Trinity and the limitations of human knowledge after revelation.
Second or Third Year (licentiate program)
- TH. 223-224W—GOD THE CREATOR AND REDEEMER (8 Sem. Hrs.)
The origin and nature of the universe, of man, and of the angels; nature and purpose of creation; original justice and the supernatural order; the fall of man and its effects; original sin, its transmission to posterity, its nature and effects; preservation of the Virgin Mary from original sin and the Immaculate Conception; death; judgment, particular and general; purgatory; hell; the ultimate purpose of man's existence; heaven and the beatific vision; the resurrection of the body.
Second or Third Year (licentiate program)
- TH. 225-226W—THE INCARNATION AND MARIOLOGY (7 Sem. Hrs.)
The Incarnation, its reality, need, and nature; the Divinity and Humanity of Christ; the Hypostatic Union and its implications; the unique characteristics of the Incarnate Word; cult due the Humanity of Christ; satisfaction, merit, redemption; Mary as virginal Mother of God, her Assumption, her function in the divine plan of salvation.
Second or Third Year (licentiate program)
- TH. 227-228W—THE GRACE OF CHRIST (8 Sem. Hrs.)
Justification, its nature and effects; the necessity of grace; habitual grace, created and uncreated; adoptive sonship of God; inhabitation of the Holy Spirit; actual grace, relation to human will, distribution; sufficient and efficacious grace; supernatural merit; the infused virtues, with emphasis on the theological virtues of faith, hope and charity.
Second or Third Year (licentiate program)
- TH. 229W—THE SACRAMENTS I (6 Sem. Hrs.)
The sacramentality of the Church and the relationship of the seven sacraments to the Church; nature, purpose, and effect of the sacraments; Baptism, its specific nature, effect, and necessity; Confirmation; the Sacrament of the Eucharist; the sacrifice of the Mass.
Fourth Year (licentiate program)

TH. 230W—THE SACRAMENTS II (6 Sem. Hrs.)

The virtue of penance and its relationship to the remission of sins; the Sacrament of Penance and the practice of auricular confession, its essential and integral elements, juridical nature, and necessity; Extreme Unction, its nature, purpose, and effects; Holy Orders; Christian Matrimony, its sacramental nature and effects, with emphasis on its relation to the doctrine of the Mystical Body.

Fourth Year (licentiate program)

B) SACRED SCRIPTURE

TH. 237W—INTRODUCTION TO THE NEW TESTAMENT I (1 Sem. Hr.)

The Bible today; handmaids of Bible study; survey of the Old Testament; the milieu of the New Testament; Pauline Corpus; formation of the Synoptic Gospels and the Acts of the Apostles; Johannine writings.

First or Second Year (licentiate and baccalaureate programs)

TH. 239W—INTRODUCTION TO THE NEW TESTAMENT II (1 Sem. Hr.)

Romans; Ephesians; the Catholic Epistles; Mark; Luke's Gospel and Acts; Matthew; Pauline Pastoral Epistles and Hebrews; Gospel of John; the Apocalypse.

First or Second Year (licentiate and baccalaureate programs)

TH. 241W—NEW TESTAMENT I (3 Sem. Hrs.)

The synoptic Gospels, their origin, distinction, character, interrelation including the Synoptic Question, from-criticism; exegesis of selected passages; the Passion in recent studies; Acts as portraying the beginnings of the Church.

Third or Fourth Year (licentiate and baccalaureate programs)

TH. 242W—NEW TESTAMENT II (3 Sem. Hrs.)

The Johannine Corpus; the distinctive character of the Fourth Gospel; exegesis of selected texts, especially the Prologue, ch. 6, and the Last Discourse and Priestly Prayer; the Apocalypse, its literary genre, Symbolism, and its present-day value; Epistles of John.

Third Year (licentiate and baccalaureate programs)

TH. 243W—NEW TESTAMENT III (3 Sem. Hrs.)

Paul, life and relation to Judaizers; Epistles with special emphasis on Thessalonians, Romans, Corinthians, Philippians; development of Paul's thought; Hebrews, its authorship, exposition of the priesthood.

Third or Fourth Year (licentiate and baccalaureate programs)

TH. 245W—OLD TESTAMENT I (3 Sem. Hrs.)

The Historical Books; the origin and nature of the Pentateuch; questions connected with Gn. 1-11; Abraham and the history of salvation; the patriarchal saga; the era of Moses; law and covenant; Exodus and conquest of the land; the Israelite amphictyony; origin and significance of kingship; the divided monarchy; fall of Jerusalem and period of Exile.

Third or Fourth Year (licentiate and baccalaureate programs)

- TH. 246W—OLD TESTAMENT II (3 Sem. Hrs.)
 Israel's Wisdom literature; origins in ancient Near East and development in Israel; Proverbs, Ben Sira and Qoheleth. Job and the problem of innocent suffering; selected Psalms with special attention to the Messianic hope; the Book of Wisdom and Hellenistic influence; origins and growth of the apocalyptic movement; specimens of apocalyptic writing; Wisdom and Torah.
Third Year (licentiate and baccalaureate programs)

- TH. 247W—OLD TESTAMENT III (3 Sem. Hrs.)
 The Prophets; origins of prophecy, function of the prophet; ecstatic prophecy in Israel; the classical prophets, beginning in the eighth century B.C., comparison of Amos and Hosea; Isaiah and the Emmanuel oracles; Jeremiah and the fall of Judah; second foundations of Judaism.
Third or Fourth Year (licentiate and baccalaureate programs)

C) MORAL THEOLOGY AND CANON LAW

- TH. 251-252W—MORAL THEOLOGY I (10 Sem. Hrs.)
 The fundamental principles of morality; human acts, their freedom, imputability, obstacles; natural and positive law, interpretation, obligation, extent; conscience, its binding force, probabilism and moral systems; sin and vice; the virtues; the commandments of the Decalogue, with the exception of the seventh and tenth; marital morality; the principal precepts of the Church; professional obligations.
First or Second Year (licentiate and baccalaureate programs)

- TH. 253-254W—PASTORAL THEOLOGY I (2 Sem. Hrs.—No Credit)
 Special pastoral applications of the material treated in the courses
 TH. 251-252W.
First or Second Year (baccalaureate program)

- TH. 255-256W—MORAL THEOLOGY II (10 Sem. Hrs.)
 The seventh and tenth commandments of the Decalogue, justice, rights, injuries, principles of restitution, contracts, their general conditions, various particular contracts, moral aspects of the seven Sacraments, Baptism, Confirmation, Holy Eucharist, Penance, Extreme Unction, Holy Orders and Matrimony.
First or Second Year (licentiate and baccalaureate programs)

- TH. 257-258W—PASTORAL THEOLOGY II (2 Sem. Hrs.—No Credit)
 Special pastoral applications of the material treated in the courses
 TH. 255-256W.
First or Second Year (baccalaureate program)

- TH. 265W—CANON LAW I (3 Sem. Hrs.)
 General norms of Church Law as contained in the *Codex Juris Canonici*, Book I; the fifth book of the *Codex*, legislation on delinquencies and penalties; simple impediments and irregularities to Holy Orders.
First Year (licentiate and baccalaureate programs)

TH. 267W—CANON LAW II (3 Sem. Hrs.)

The canonical treatise of marriage in all its aspects; ecclesiastical legislation on religious men and women.

Second Year (licentiate and baccalaureate programs)

D) ECCLESIASTICAL HISTORY

TH. 272W—ECCLESIASTICAL HISTORY I (3 Sem. Hrs.)

A survey of the first millenium, 30 A.D. to 1060 A.D. in the light of the growth of the Church and the development of Christian dogma; the early spread of Christianity and the persecutions; the work and writings of the Fathers; survey of Christian Archaeology; the origin and development of monasticism; early Church-State problems; the rise and significance of Islam; the condition of the Church and the Papacy during the Dark Ages.

First or Second Year (licentiate and baccalaureate programs)

TH. 274W—ECCLESIASTICAL HISTORY II (3 Sem. Hrs.)

A similar survey of the second millenium; the medieval Church and gradual centralization; struggles between Papacy and Empire; the medieval Papacy; the Western Schism; the Reformation and Counter-reformation; development of Protestantism, ecclesiastical element in the French Revolution and connected movements; the revival of the Church in the nineteenth century; the Church of the present day.

First or Second Year (licentiate and baccalaureate programs)

TH. 276W—PATROLOGY (1 Sem. Hr.)

A general introduction to Patristics through a literary history of the early Church Fathers with emphasis on development of correct use of patristic argumentation.

First Year (licentiate and baccalaureate programs)

II. AUXILIARY COURSES

TH. 281W—BIBLICAL HEBREW (1 Sem. Hr.)

The peculiar modes of Semitic expression and the elements of Hebrew grammar, through selected readings in the Hebrew Old Testament.

First Year (licentiate program)

TH. 283W—BIBLICAL GREEK (1 Sem. Hr.)

The morphological and syntactical differences between biblical and classical Greek, through selected readings in the Greek New Testament.

First Year (licentiate program)

- TH. 285W—ORIENTAL THEOLOGY (1 Sem. Hr.)
 Survey of the dissident Eastern Churches and of the controverted dogmatic issues between them and the Catholic Church, with a view to a fuller investigation of Sacred Theology and towards a reunion of these churches with the Apostolic See.
Second, Third or Fourth Year (licentiate program)
- TH. 287W—LITURGY (1 Sem. Hr.)
 The origin, progress, and significance, especially theological, of the rites and formulas governing public worship of the Church.
Second, Third or Fourth Year (licentiate and baccalaureate programs)
- TH. 289W—ASCETICAL THEOLOGY (1 Sem. Hr.)
 Systematic exposition of the nature of spiritual perfection, the means to acquire it, and obstacles which stand in its way; various schools of spirituality, with emphasis on the general principles of Ignatian spirituality; mystical prayer.
Second, Third or Fourth Year (licentiate and baccalaureate programs)
- TH. 290W—CATECHETICS (1 Sem. Hr.)
 Theoretical and practical study of methods of catechetical instruction, with emphasis on the Confraternity of Christian Doctrine and the techniques of religious teaching in the adult discussion club, convert class, and secondary school.
Second, Third or Fourth Year (baccalaureate program)

III. SPECIAL COURSES

- TH. 292W—ECCLESIASTICAL RITES (1 Sem. Hr.—No Credit)
 Instruction and practice in the rubrical administration of the Sacraments and in the manner of saying Mass and performing other sacred functions.
Third Year (licentiate and baccalaureate programs)
- TH. 293-294W—SACRED ELOQUENCE I (2 Sem. Hrs.—No Credit)
 The study and practice of principles and techniques for effective preaching.
First Year (licentiate and baccalaureate programs)
- TH. 295-296W—SACRED ELOQUENCE II (2 Sem. Hrs.—No Credit)
 Continuation of courses TH. 293-294W.
Second Year (licentiate and baccalaureate programs)
- TH. 297W—SACRED ELOQUENCE III (1 Sem. Hr.—No Credit)
 Continuation of courses TH. 295-296W.
Third Year (licentiate and baccalaureate programs)

IV. SEMINARS

TH. 301-302W—SEMINAR (3 Sem. Hrs.)

A group research project under the direction of a professor. Normal conduct of the seminar involves the selection of a single theme, the various aspects or divisions of which are distributed among the participants for personal investigation. The findings of each are critically discussed and evaluated by all in the group meetings. To show his competence for scholarly work in the field, each participant must submit a paper detailing the results of his own research in his aspect of the common theme. The current program of seminars includes the following: History of the Dogma of Original Sin; Theological Bibliography; Historical Questions concerning the Council of Trent; Contemporary New Testament Studies; the Spiritual Exercises; Rite of Immolation in Primitive Religions; Rota Decisions in Marriage Nullity Cases; Medico-Moral Problems; Contemporary Protestant Theological Thought.

First Year (licentiate program)

TH. 303-304W—THEOLOGY IN ITS PRACTICAL APPLICATIONS (4 Sem. Hrs.)

A pro-seminar or academic exercise prescribed for students in the baccalaureate course to test their competence in applying theology to the needs of the ministry. Each student of this course is required to present a paper on a topic drawn from or allied with one of the sacred sciences. The paper is discussed in open forum by the members of the class, under the moderation of the professor.

Third or Fourth Year (baccalaureate program)

V. ELECTIVE COURSES

The program of electives at present includes the following (1 Sem. Hr.) courses:

TH. 313W—THE ECUMENICAL MOVEMENT

TH. 315W—SURVEY OF THE RELIGIONS OF IRAQ

TH. 317W—CONTEMPORARY PROTESTANT THEOLOGICALS

TH. 318W—CONTEMPORARY NON-CATHOLIC THOUGHT

TH. 345W—BIBLICAL THEOLOGY

TH. 347W—THE KORAN

TH. 351W—PASTORAL PSYCHOPATHOLOGY

TH. 353W—PASTORAL TECHNIQUES

TH. 355W—CONTEMPORARY MORAL PROBLEMS

TH. 365W—INTRODUCTION TO MISSIONARY CANON LAW

TH. 367W—CANONICAL PROBLEMS OF JAMAICA

TH. 372W—SPECIAL QUESTIONS IN CHURCH HISTORY

TH. 384W—INTRODUCTION TO THEOLOGY

TH. 389W—MYSTICAL THEOLOGY

- TH. 391-392W—READINGS AND RESEARCH IN ARABIC (2 Sem. Hrs.)
Seminar readings of medieval and modern texts with theological relevance. Texts are selected from Qur'anic *tafsir*, from the *kalam*, from philosophy, and from the Islamic modernists. A good reading knowledge of Arabic is prerequisite.

VI. REQUIRED CONFERENCES

- TH. 357-358W—MORAL CONFERENCES I (No Credit)
Moral and canonical conferences in which a student undertakes to expound and solve a special case of conscience, drawn from the fields of Moral Theology, Canon Law, or Liturgy. Fifteen or more such conferences are held yearly, and students of all four years in both curricula must attend.
(*licentiate and baccalaureate programs*)
- TH. 359-360W—MORAL CONFERENCES II (No Credit)
Continuation of courses TH. 357-358W.
(*licentiate and baccalaureate programs*)
- TH. 361-362W—MORAL CONFERENCES III (No Credit)
Continuation of courses TH. 359-360W.
(*licentiate and baccalaureate programs*)
- TH. 363-364W—MORAL CONFERENCES IV (No Credit)
Continuation of courses TH. 361-362W.
(*licentiate and baccalaureate programs*)

GRADUATE SCHOOL OF
BUSINESS ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

MASTER IN BUSINESS ADMINISTRATION PROGRAM

1965-1967

"I say then, if we would improve the intellect, first of all, we must ascend; we cannot gain real knowledge on a level; we must generalize, we must reduce to method, we must have a grasp of principles, and group and shape our acquisitions by means of them."

JOHN HENRY NEWMAN

"To decry specialization in education is to misinterpret the purpose of education. The true aim of the teacher must be to impart an *appreciation of method and not a knowledge of facts*. This is far more readily achieved by concentrating the student's attention on a small range of phenomena, than by leading him in rapid and superficial survey over wide fields of knowledge."

K. PEARSON

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS

THE UNIVERSITY

Boston College received its University charter on April 1, 1863. The story of the Jesuits in Boston prior to that event is in reality the first chapter in the history of the college.

The foundation of Boston College arose from the foresight, zeal and extraordinary energy of the talented John McElroy, S.J., the Superior of the first Jesuit Community in New England. A group of collegiate buildings was originally erected on Harrison Avenue in Boston. Later, in 1913 the college moved to its present site in Chestnut Hill, Newton, where it now stands in Gothic style, a unique literature of stone expressing the genius of the Christian idea.

SYSTEM OF EDUCATION

The system of education followed in the Graduate School of Business Administration at Boston College is the same as that of all other colleges and universities of the Society of Jesus. It is based upon and guided by the principles set forth in the *Ratio Studiorum*. The *Ratio*, a body of rules and suggestions framed by the most prominent Jesuit educators, is the product of experience and the best practices employed in the greatest universities of Europe at the most flourishing period of their existence.

The system, psychological in its methods, is predicated upon the nature of man's mental process of development. It is not just a collection of administrative decrees or of practical procedures, but is a manner of study which is flexible enough to be adapted to places, times, and persons. While securing the stability most essential to educational thoroughness and retaining all that is admittedly valuable in the more experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The greater glory of the *Ratio*, however, lies in its clear formulation of the comprehensive and perennial principles of Christian education—truths which have continually reappeared in the documents of the Teaching Church like the *Code of Canon Law* and the encyclical of Pope Pius XI on the *Christian Education of Youth*.

UNIVERSITY AFFILIATIONS

Boston College is a member of, or approved by, the following institutions: The Association of American Colleges, The Association of University Evening Colleges, The American Council on Education, The Association of American Law Schools, The Section of Legal Education of the American Bar Association, The American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of

Colleges and Secondary Schools, The American Association of Collegiate Schools of Business, and the Regents of the University of the State of New York.

THE LIBRARIES

The Bapst Library of Boston College is open to all students of the University. It contains some 300,000 volumes.

The Business Administration Library, located in Fulton Hall, is of special interest to graduate students. Approximately 30,000 volumes are housed in the Library. These include books, pamphlets, and periodicals in the fields of business, applied economics, and related subjects. About 225 periodical titles are received annually. These are shelved in some 6,000 bound volumes and periodical files. Indexes, directories, and general guides to sources, all the major business journals, selected business surveys, trade and economic periodicals, and the standard works of all phases of business activity are available for both reference and circulation.

The library receives regularly and maintains files of financial advisory services, government publications, and selected company publications. The annual reports, prospectuses, and letters to stockholders from some 900 corporations are housed in the Corporation Room where they are available to students for reference work.

A microfilm reader is provided for student use, and a photo-duplicating service is available on a limited basis. In order to facilitate Research, the University has acquired a high-speed data processing system.

OBJECTIVE

The primary objective of the graduate program in business administration at Boston College is to afford mature men and women an understanding of the principles of business management, together with the broad professional education which has become increasingly necessary for executive leadership. Training in specific business techniques is considered to be less important than the inculcation of those principles common to all enterprise; and the student is encouraged in the development of the comprehensive view so that he may equip himself to cope with the problems of diverse types of business.

The entire direction of the program is based upon the belief that ability to administer is less a question of empirical skill, i.e. of "experience" in the sense of use and wont, and more a matter of personal and intellectual equipment. Each course, insofar as possible, is directed towards the fusing of knowledge and understanding with administrative skills related to (1) business functions and their inter-relationships; (2) the structure of business organizations, with particular attention to individual and group behavior therein; (3) techniques of analysis in the solution of business problems; (4) proficiency in oral and written communication; and (5) the economic, political, and ethical problems of modern society. To this end much attention is given to the selection of students; to the development of individual programs of study; to the quality and methods of instruction; and to the size of the classes.

ADMISSION

CRITERIA FOR ADMISSION

It is our earnest hope that the applicant will display a *readiness* to get beyond a 'tool' approach to education and a *willingness* to develop strictly intellectual abilities, i.e. a desire to see things for their intrinsic significance (and thereby, ultimately improve the practical use to which knowledge can be put).

Applications for admission are evaluated according to the following criteria: 1) a baccalaureate degree from a recognized institution; 2) scholastic achievement at the undergraduate level as evidenced by an official transcript from *all* colleges or universities previously attended by the applicant; 3) a letter of recommendation, preferably from a professor under whom the applicant has studied; 4) evidence of such personal characteristics and maturity as may reasonably be considered prerequisites for the development of executive competence and leadership in business; 5) a personal interview, whenever possible, with a representative of the University; and 6) achievement on the Admission Test for Graduate Study in Business. (see below)

ADMISSION PROCEDURE

The application blank and other necessary forms may be obtained by addressing the Associate Dean, Graduate School of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.

Applications may be submitted at any time, and a student may begin his program in the fall, in the spring, or in the summer if the course offerings fit his particular study requirements. Otherwise, programs can be more satisfactorily arranged and planned by entry in the fall semester.

Official transcripts of record for previous academic work should be forwarded with the application. If undergraduate study is completed after the application has been made, a final transcript of credit is required. A fee of ten dollars should also accompany the initial application for admission. Please note that this fee is chargeable to every person who files an application and is *not returnable*.

To allow time for consideration, applications should be received at least one month before the start of the semester of anticipated entry. Applicants are notified as promptly as possible of their acceptance or rejection. Or, in the event of special circumstances, they are informed concerning the date of final action.

After a student has been informed of his acceptance, and not later than the date of registration, he should submit to the Office of the Associate Dean a small photograph of himself (of a size not less than 1½x1½ inches) for the records of the Graduate School.

ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

Applicants are required to take the Admission Test for Graduate Study in Business. This is an *aptitude* test and *not* a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, February, April, and July, at test centers throughout the United States. In the Metropolitan Boston area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of the Graduate School of Business Administration or from the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by the test fee, must be received by the Educational Testing Service at least two weeks before the test date.

Applicants who apply too late to take the test as scheduled may be admitted *conditionally* on the strength of other evidence of scholastic aptitude. They will be required, however, to take the Admission Test the next time it is given.

GENERAL REGULATIONS

CREDITS AND RESIDENCE REQUIREMENTS

Candidates for the degree of Master of Business Administration must complete a minimum of thirty-five hours (inclusive of thesis) of graduate credit. A maximum of six hours of credit for graduate work at other institutions may be allowed at the discretion of the Dean. Students who desire consideration for advanced standing should submit official transcripts of graduate work already completed with a request for evaluation. All courses, except those approved for advanced standing, must be completed while registered as a graduate student at Boston College. Students must register at the beginning of the Fall semester each year, even if they are not attending courses. Failure to register will result in the student being dropped from the program.

ACADEMIC REGULATIONS

A cumulative average of B is required for the M.B.A. degree. The Associate Dean reserves the right to review periodically the work of all students and to cancel the registration of those who do not meet academic standards.

Grades are designated as A, A-, B, B-, C, and F. No grade below B- is acceptable for credit. This standard applies to all courses, including foundation courses.

For accurate computation of scholastic standing, a system of assigning Quality Points per hour of credit has been established as follows:

A: 4; A-: 3; B: 2; B-: 1; C: 0 F: 0

Fulfilling scholastic requirements, therefore, involves both quality and quantity of work. In addition to completing creditably thirty semester hours in course, a student must attain a Quality Point average of 2.0 or higher in the course work.

To compute the cumulative Quality Point Average, total points earned (credits times quality points) will be divided by total credits carried. Total credits will be the sum of credits earned and failed. When a failed course is repeated, only the last grade (with credits and Quality Points) is considered in computing the cumulative average. A course once passed may not be repeated for a higher grade.

Grades in all courses will normally be mailed to students within three weeks after the final examinations.

Two additional grading notations are used: "NX" and "Inc." (Incomplete). The former signifies that the course was completed except for the final examination; the latter, that although the student was in attendance through the end of the semester and took the final examination, he still lacked some report, term paper, etc. which the instructor was willing to accept for a *limited* time after the end of the semester.

In the case of the "NX" grade, the student who has missed the final examination *for cause* and whose grade is B- or better must apply at the office of the Dean as soon as possible, but not later than two weeks after the examination, for permission to take a deferred examination.

Deferred examinations in all courses will be given at the same time on a date which will be promulgated in advance on the Graduate School of Business Administration bulletin board. The date fixed will not be later than four weeks following the end of the semester in which the course was taken. Unless application is made, permission granted, and the deferred examination(s) taken and passed at the time specified, the grade in the course will be recorded as F (Failure) irrespective of the term grade. The fee for a deferred examination is five dollars, to be paid at the time of application.

TIME LIMIT

Except in special cases, students who have not completed all requirements for the M.B.A. degree within six calendar years from the time of their initial registration must pass a comprehensive written or oral examination in order to qualify for the degree.

SPECIAL NOTE

Under no conditions will a graduate candidate for the M.B.A. degree employed in a full-time position be permitted to take more than six credits per semester.

INFORMATION ON EXPENSES

SCHEDULE OF TUITION AND FEES

Application Fee (new students only—not refundable)	\$15.00
Tuition per credit hour	50.00
Late Registration Fee	5.00
Fee for change in individual course	3.00
Certified Credits (Transcript)	1.00
Deferred Examination	5.00
Oral Examination Fee (Thesis)	10.00
Binding Fee for Master's Thesis (per copy)	4.00
Graduation Fee	20.00

PAYMENTS

All tuition and fees are due and payable in full at time of registration. Requests for deferment should be made to the Treasurer of Boston College, Gasson Hall. Payments may be made at the Treasurer's Office or at the Office of the Graduate School of Business Administration. All checks should be payable to "The Trustees of Boston College."

WITHDRAWAL AND REFUNDS

Fees are not refundable. Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO: Registrar, Graduate School of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.
- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% is made.

No refunds are allowed after the fifth week of classes.
- c. *SPECIAL NOTE:* Normally, refunds will be credited to the individual account of the student for subsequent use. If the student prefers a cash rebate instead, he should make a request in writing to the Treasurer for the refund.

No student will be allowed to receive a certificate or transfer of credits until his financial accounts with the University are satisfactorily settled.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Business Administration, a student must complete the following:

1. Foundation courses. Students may have completed reasonable equivalents of some of these basic courses in previous studies. (In general, persons with undergraduate degrees in business administration will have met this requirement).
2. A prescribed program of core courses, to constitute thirty hours of credit.
3. Elective and thesis seminars to constitute five hours of credit, and an oral examination.

The length of time needed to complete these requirements will depend upon the student's academic background and upon the number of courses taken each year. Each three credit course meets for thirty periods. The maximum course load for a graduate student employed in a full-time position is six credit hours on a concurrent basis. In these circumstances, a student with an adequate undergraduate background in business administration may reasonably expect to complete the course work in six semesters or three years. Students are encouraged to prepare for the thesis requirement during the summer.

FOUNDATION COURSES

Foundation Courses are the basic courses designed to provide a background from which the individual may proceed to the advanced core courses, and the elective and thesis seminars. These courses may have been part of the student's previous undergraduate training. If so, and if their content is substantially that offered by the graduate program, the applicant may be admitted directly as a formal candidate for the degree. Otherwise, Foundation Courses are to be taken, under graduate direction as an integral part of the student's program of study. When Foundation Courses are prescribed, the number to be completed will depend upon such factors as the applicant's academic background, his academic grades in previous study, his business experience, and his practical needs. The following Foundation Courses are regularly offered:

<i>Subject</i>	<i>Course Number</i>	<i>Course Length</i>
Accounting	GF 130	One Semester
Economics	GF 132	One Semester
Industrial Management	GF 135	One Semester
Marketing	GF 136	One Semester
Statistics	GF 137	One Semester
Business Law	GF 138	One Semester

CORE COURSES

The advanced courses may be divided into four generic classifications:

1. Basic Analysis
2. Operational management
3. Policy formulation
4. Specialized preparation

Administration, as with all scientific procedure is based upon investigation which then enters into process with forecasting and takes effect in a plan. Thus, the first year of graduate study begins with a course in research procedure and a course which investigates the development of modern business enterprise. These propaedeutic courses provide the basis for subsequent analysis and synthesis and ultimately for the thesis presentation. To place forecasting in terms which correspond with the realities of a business situation, management must be thoroughly cognizant of the basic operations of the business firm. The core operational management courses are the means by which the individual participates in complex learning situations in each of the three functional areas of finance, production and distribution.

The third step in the sequence involves courses pertaining to policy formulation. For example, a study of human factors in administration is required so that the student will become acquainted with the practice of integrating people into a work situation that not only motivates but satisfies. This is followed by the course on the social and ethical problems created by an industrial society, a course which effects an acquaintance with such institutional arrangements at trade practices, anti-trust laws, and the bases of natural law. An understanding of commutative, distributive, and social justice is deemed essential for responsible and imaginative management.

The foregoing are then integrated by courses related to management decision-making and the overall administrative process.

The elective seminar offerings are sufficiently broad so as to permit some degree of specialization in any of the three functional areas of finance, production and distribution.

THESIS REQUIREMENT

The thesis is to be written during the last two semesters of study. Preliminary work on the *thesis proposal*, however, should commence as soon after completion of the core course requirements as the student decides on an area of interest. Such preparation should precede formal assignment to a faculty advisor. When the *thesis proposal* is acceptable to the advisor and the dean, the student may then proceed with the thesis work. Forms for the *thesis proposal* and such notes as may be helpful to the student will be available at the Graduate School Office.

A degree candidate must register for the Thesis Seminar (GC250) not later than September of the academic year in which he desires to complete his degree requirements. The *thesis proposal* must be completed and approved during the fall semester. The final date for submitting the completed thesis for official reading is given in the Academic Calendar. The final oral examination is a defense of the thesis, for both content and research method. Separate grades are recorded for the written thesis and the oral examination.

COURSE SEQUENCE

Foundation Courses (If Required)

Analytic Courses	{ Principles and Methods of Business Research	3 credits
	{ History of Business Enterprise	3 credits
Operational Courses	{ Production Management	3 credits
	{ Distribution Management	3 credits
	{ Financial Management—Circulating Capital	3 credits
	{ Financial Management—Long-term Planning	3 credits
Synthetic Courses	{ Human Factors in Administration	3 credits
	{ Social and Ethical Problems in Administration	3 credits
	{ Management Decision-Making I (Econometrics)	3 credits
	{ Management Decision-Making II (Laboratory)	3 credits
Specialization	{ Elective Seminar }	5 credits
	{ Thesis Seminar }	
		<hr/> 35 credits

COURSES OF INSTRUCTION

Courses offered for M.B.A. degree candidates are numbered with a GC, GF, or GE letter prefix. Basic foundation courses in the various fields bear a GF 130 series number; advanced courses required as part of the core program bear a GC 200 series number; and elective courses, research projects, and seminars bear a GE letter prefix.

FOUNDATION COURSES

GF 130. BASIC ACCOUNTING—One Semester—3 hours.

The interpretation of accounting data for administrative purposes is emphasized. Knowledge of accounting procedure is developed through the use of practice problems. Textual material is used to integrate accounting information with other available data for administrative decision-making. Considerable time is spent on profit control through cost planning. Prerequisite: None.

GF 132. BUSINESS ECONOMICS—One Semester—3 hours.

This course provides an introduction to the major sectors of economics likely to be most useful to the business executive. Topics include: functions of the economic system; national income; input-output analysis; flow of funds concept; balance of payments accounting; economic fluctuations; and competition and monopoly. Attention is given to the economic aspects of public policy, particularly the relations of government to business. Prerequisite: None.

GF 135. PRINCIPLES OF INDUSTRIAL MANAGEMENT — One Semester—3 hours.

A basic course in the management of production operations intended to acquaint students of business with the principal administrative problems and techniques used in achieving efficient manufacturing. Topics included are: design of products for manufacture, routing, scheduling, dispatching, simplification of methods, maintenance, quality and cost control, selection of plant and equipment, and plant layout. Prerequisite: None.

GF 136. PRINCIPLES OF MARKETING—One Semester—3 hours.

A general survey course designed to acquaint the student with the field of marketing. Consideration is given to the economic principles underlying marketing activities; historical development of distribution systems, channels, agents, institutions, functions, policies, and principles. Prerequisite: None.

GF 137. MANAGERIAL STATISTICS—One Semester—3 hours.

This is primarily a course in descriptive statistics with the major emphasis on the elementary principles and techniques for analyzing numerical data. Included are such areas as central tendency, dispersion, correlation, graphical presentation, and inference from random samples. Laboratory problems are assigned, and the students are instructed in the use of the slide rule and computational machines. Prerequisite: None.

GF 138. BUSINESS LAW—One Semester—3 hours.

The nature and background of our legal system from the English common law in its growth, and changes resulting through statute and equity influence; comparison of a contract, tort, and crime; the nature, operation, and discharge of the business contract; negotiable instruments; a study of the Sales Contract before and after the movement toward a uniform conception; a study of common law bailment; the comparison of the Conditional Sale and Bailment Lease as legal means in the growth of installment selling throughout the United States. The use of the trust receipt and statutory requirements; an introduction to the law of realty and nature of various deeds, mortgages, and leases. Prerequisite: None.

CORE COURSES

GC 201. PRINCIPLES AND METHODS OF BUSINESS RESEARCH—

3 credits

The course is organized so as to present business research as a methodological operation—one that applies the objectivity and logic of scientific procedure to the solution of business problems. The sequence of problem solving is followed: the formulation and development of the problem; selection and use of appropriate methods for gathering evidence; analysis and interpretation of the data; and the reporting and implementation of the findings. Aspects of analysis and interpretation are treated in the setting of their functional relationships. Statistical inference is studied as an aid in the formulation of the alternative hypotheses and the evaluation of the associated risks of being wrong.

GC 211. HISTORY OF MODERN BUSINESS ENTERPRISE—3 credits

A survey of the history of industrial endeavor and business activity from the rudimentary stages to the present day. The evolution of business management is studied through the case method. The roles played by business in the shaping of our economy, as well as the effects of our social and economic order upon the business firm, are treated in detail. Economic theories prevalent during the various periods of commercial capitalism, industrial capitalism, financial capitalism, and national capitalism are explained and discussed.

GC 240. FINANCIAL MANAGEMENT: CIRCULATING CAPITAL—3 credits

Course emphasis is upon current and intermediate term financing. Guides to action are developed for cash budgeting and projected balance sheets. Estimates of the amounts of investments in receivables, inventory and prepaid items, accounts payable and accruals are prepared from case material simulating actual working situations at various levels for different types of organizations. The nature of the circular flow of current assets, their relationships, and the sources of such assets are examined and critically evaluated in the context of standard practice.

GC 241. FINANCIAL MANAGEMENT: LONG TERM PLANNING—

3 credits

Presents and discusses problems concerned with promotion financing; organization of financial structure; the issuance of securities; mergers; and reorganizations under the Federal Bankruptcy Act. Detailed analysis of long-term finance and security devices. Considerable time is given to such aspects as control of budgets and financial planning related to reserve, surplus, and dividend policies. Pertinent federal government regulations will be discussed. Prerequisite: GC 240.

GC 242. DISTRIBUTION MANAGEMENT—3 credits.

Critical analysis of various marketing activities for the purpose of determining managerial policies. Salient areas include pricing, channels of distribution, integration, advertising, promotion, merchandising, and government regulation. Extensive use will be made of illustrations from current business policy.

GC 244. PRODUCTION MANAGEMENT—3 credits.

A study of the functions and the responsibilities of the manufacturing manager and of his relations with his associates, both line and staff. Emphasis is upon management decisions which affect and determine the manufacturing policies and activities of the organization. Cases describing production problems provide the basis for analysis and recommendations. Such cases will involve industrial appraisals and government regulations regarding depreciation and obsolescence.

GC 245. HUMAN FACTORS IN ADMINISTRATION—3 credits.

The course deals with administrative activity in terms of human relationships. The course is conducted on the situation-development method which simulates practical conditions under which the situations occur when first encountered by management. The human relations aspects of problems in formal and informal organization, communications and participation, introduction of technological changes, use of control systems, development of understanding and cooperation are examined largely through the case method.

GC 246. SOCIAL AND ETHICAL PROBLEMS IN ADMINISTRATION—

3 credits

This course recognizes a fundamental principle of ethics: that all human acts, including economic and social activities, have moral aspects. Modern social problems are complex; and insofar as these problems result from the methods employed in the satisfaction of human needs, they are related to economics. Moreover, because all social progress is conditioned by economic progress, and because economic progress and productivity depend principally upon "humane relations" in industry, the economic problems are fundamentally *social* problems and problems in social relations. Thus the course acquaints the student with commutative, distributive, and social justice; and whenever possible, introduces actual cases taken from the current business scene and examines them in the context of a hierarchy of ends.

GC 247. MANAGEMENT DECISION-MAKING I (Econometrics)—

3 credits

Through the formulation of problems which are conceptually quantitative and capable of numerical solution, this course explicates the principles of management decision-making and forward planning. The uncertainty framework of decision-making, methods of forecasting, and economic measurement are discussed in detail. Profit theories, sales forecasting, production management, cost analysis, pricing policies, capital management, and other of the various adjustments to uncertainty are treated.

GC 248. MANAGEMENT DECISION-MAKING II (Laboratory)—

3 credits

This course develops empirically the principles imparted in GC 247. A major objective is to clarify the relationships among the functional departments (viz. finance, production, and distribution) of a business enterprise. Practical business situations are simulated. Students are given the initial conditions of a business in market competition with others selling the same product. The goals are: to put the company into a secure financial position, to increase the assets, and to operate within a sound long-range plan. Student decisions are then compared in order to effect the interactions of a realistic economic situation. New sets of conditions are thus simulated for subsequent decisions. Prerequisite: GC 247.

THESIS REQUIREMENT

GC 250. THESIS SEMINAR

Every candidate must present a thesis which will give evidence of significant investigation. This course affords the student the opportunity to pursue advanced study in the field of his major interest. It will combine the objectives and procedures of a seminar course with those of the thesis. After approval of the thesis proposal each student is assigned a thesis advisor whose interest and specialty correspond with the student's area of investigation. This course continues with the meetings arranged at the mutual convenience of instructor and candidate. A degree candidate must register for this course not later than September of the academic year in which he desires to complete his degree requirements.

ELECTIVE SEMINARS

FINANCE

GE 263. WORK OF THE CONTROLLER

An advanced study of the controllership function and the proper use and interpretation of accounting reports and statements. Comparisons, ratios and analysis upon which to base managerial decisions. Accounting terminology; accounting concepts; working capital; financial and refinancing; and the use of borrowed money or equity capital. A review of cost accounting and budgeting from the standpoint of administrative control.

GE 264. FINANCIAL AND ADMINISTRATIVE ACCOUNTING

Primarily a course for non-accountants to make a critical analysis of the use of accounting tools in the control and administration of a business enterprise. Topics include: the historical and social aspects of accounting, the conceptual aspects of financial accounting, administrative control through accounting reports, the analysis of current funds, the use of financial budgets, and financial statement analysis. Case and text materials are used. Prerequisite: Basic Accounting GF 130.

GE 266. SEMINAR IN FINANCE

Aspects of Accounting and financial history and theory are examined critically to form a basis for discussion of possible solutions to current problems in the acquiring and management of funds for productive enterprise. Extensive reading and an independent research paper are required.

DISTRIBUTION**GE 270. MARKETING INVESTIGATION AND RESEARCH**

A consideration of market research as a tool of management; the techniques of market research; application of market research to marketing problems; and the use of market research in specialized functions. Course emphasis is divided between the examination of techniques used in marketing investigations and the appraisal of the results of these investigations.

GE 273. MARKETING SEMINAR

The marketing function and its role in the economy are assessed. The organization of the marketing end of a business, the special problems of industrial marketing and purchasing are investigated. Simulation exercises on problems of marketing strategy are enacted. Specialized problems of sales management, retailing and advertising are investigated and solved where possible.

PRODUCTION**GE 284. SEMINAR IN LABOR MANAGEMENT RELATIONS**

The historical background of management-labor relations is developed in this course; the evolution of the status of labor; the economic doctrines of capitalism; economic development of the United States; significant structural changes; and changing concepts of labor. Approaches to personnel management are explored by means of the contributions of industrial engineering, industrial psychology, industrial sociology, and human relations.

The techniques of the collective wage bargain are studied. Wage policies, wage theory, and the "just wage" are developed. The economic consequences of economy-wide wage increases, comparative wages, productivity and wages, the cost-of-living argument, the ability-to-pay argument, and public wage policy are treated in the context of American Capitalism.

GE 286. SEMINAR IN INDUSTRIAL PSYCHOLOGY

A study of personality factors and individual differences in relation to success in business. The psychological principles involved in selling, advertising, personnel problems, mental and physical efficiency, intelligence, suggestion, motivation, and fatigue will be analyzed.

A study of the major problems confronting management vis à vis human resources in the firm. Topics covered include methods of selection, appraisal and their limitations; employee and supervisory training; executive development and compensation; studies of morale and its relation to productivity. Consideration will be given to the role of personnel departments in various types and sizes of organizations. Some emphasis will be placed on the application of the behavioral sciences to personnel problems.

GE 288. INDUSTRIAL EXPERIMENTATION

This course concerns itself with the two basic problems confronting the engineer and factory trouble-shooter, namely the design of experimentation and the interpretation of the results. Consequently, the course deals with tests of significance, analysis of variance, correlation techniques and such associated techniques as are apposite for heightening efficiency and reducing costs in effecting economies of scale in industrial production.

The course will include process trouble-shooting, methods of graphical analysis, and experimental design; analysis of variance for single, double, and multiple factor tests; Latin Square, Graeco-Latin Square and the Youdon Square designs.

GE 289. SEMINAR IN INDUSTRIAL ADMINISTRATION

To formulate manufacturing policies and programs consistent with the company's external and internal environment and to administer them effectively requires an understanding of the competitive, economic and technological forces within the industry as well as the structure and capabilities of manufacturing organization. This course attempts, through a series of industry studies and case problems within these industries, to help the student to acquire a facility in recognizing the important features of productive processes and an adeptness in integrating production programs with research, engineering, financial, and marketing policies.

ECONOMICS

GE 290. MANAGERIAL ECONOMICS

The purpose of this course is to show how economic analysis can be used in formulating business policies. It is an attempt to bridge the gap between the logic of economic theory and the problems of policy for practical management. The course stems from the conviction that the economic theory of the firm should be the core of work in business administration and that the procedures and methods of such specialized areas as finance, production, and distribution should be related to the broad profit-making stimulus of business enterprise. In developing an economic approach to executive decisions, the course draws upon economic analysis for the concepts of demand, cost, profit, competition, etc., that are appropriate to the decision. Modern methods of econometrics and market research are employed to the degree that they are necessary for getting estimates of the relevant concept.

GE 291. BUSINESS ORGANIZATION AND CONTROL

This course examines the non-profit maximization factors that shape business units in the long run. There is a specific consideration of the decision-making processes of the large firm within the framework of: a) measures of market power, b) mergers and patents, c) capital rationing and d) the structure and strategy of prices. The practical point of view is reinforced by the development of these influences in: a) resource conservation, b) patents, c) labor unions and d) United States anti-trust policy.

GE 297. STATISTICAL DECISION-MAKING

The basic problem in statistics is one of making decisions in the face of uncertainty. Thus all decision rules, not just acceptance inspection plans, must be evaluated by their consequences. Consequences are expressed in terms of the risks or probabilities of taking various permissible actions induced by experiment. It becomes then the function of statistics to formulate alternative hypotheses and to evaluate the associated risks of being wrong. Adeptness in resolving such difficulty is the purpose of this course. Its core is statistical induction involving estimation and decision-making on the basis of sample data.

GE 298. SEMINAR IN INTERNATIONAL ECONOMICS

This course analyzes the character and interaction of the world's major economies. The theory of international trade; specie-price-flow mechanism; and the historical role of gold are evaluated. The problems of young, undeveloped and mature creditor nations are investigated. International cooperation is analyzed and the various agencies for promoting such cooperation are described and assessed. Trade instruments, quotas, exchange controls, commodity agreements and the rationale for tariffs wherever suitable are treated at length.

BOSTON COLLEGE

DECISION MAKING EXERCISE

This exercise is designed to enable the student to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets, and sales forecasts. Each student acts as a member of a particular company organization in an industry having three relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world here encompassed, and thus to improve their control of the company's situation. By this is meant, of course, the process of observation, hypothesis, experimentation, and application which is the essential character of all precise thinking.

The model has as its objective, not the simulation of real *situations*, but of real *relationships*, for situations cannot be duplicated any more than the personalities involved. But the duplication is not important. What is important is the development of a kind of scientific method or approach to business problems which is marked by such characteristics as careful and accurate classification of facts and observation of their correlation and sequence. In this framework it is possible to effect learning conducive to improved judgment, involving the functions of analysis and synthesis. And the fact that such functional relationships are elicited from a competitive structure means that interest may be whetted as results are obtained, and confidence gained as choices are confirmed by a close correlation of policies and results. In short, the model *does not* purport to teach the student about the real world, but rather the method of applying intellectual resources to permutational problems which will face administrators in the world of the future.

BUSINESS COMMUNICATION

The M.B.A. Program is oriented toward the development of skill in communicating effectively. To achieve this goal the individual courses are infused with the philosophy that expression, both oral and written, is of vital importance to the realistic preparation of administrators.

At the outset of the curriculum the student is introduced to the fundamental ideas of clarity of thought and organization of material to be presented. The elements of the course Principles and Methods of Business Research include not only the objectivity of scientific method and the sequence of problem-solving, but also the careful analysis and interpretation of evidence and its forthright exposition. Subsequently, student effort in specific courses involves both substantial pre-class preparation and individual participation in class discussion. Thus evaluation of performance depends upon business-like reports and presentations in preference to academic examination.

Ultimately the test of successful performance has to encompass both the knowledge acquired and the skills developed during formal courses. The culmination of this accomplishment takes substance in the thesis program. The thesis, therefore, requires that the student work independently on a specific business problem: (1) selecting and defining the problem; (2) gathering, organizing, and evaluating the information; (3) interpreting the results and reaching sound conclusions; (4) preparing clear, logical written presentation; and (5) defending his position in an oral examination. In following this process, the student on his own initiative explores in depth a specialized area of business management. At the same time he takes responsibility for the conduct of the project while associating closely with a selected faculty advisor. This unified experience of dealing with a significant business problem provides the individual with the mastery of the elements of business problem-solving and communication.

SCHOOL OF SOCIAL WORK



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THE BOSTON COLLEGE SCHOOL OF SOCIAL WORK

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College (fund. 1863) established a Graduate School of Social Work in March 1936.

Under the dedicated leadership of its co-founders, Reverend Walter McGuinn, S.J. (1944) and Miss Dorothy L. Book (1955), the School was established to prepare young men and women for careers in professional social service inspired by the Judaeo-Christian philosophy of love for one's fellowman and an appreciation of the natural dignity of all men regardless of race, color or creed.

The two-year program leading to the degree of Master of Social Work was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education.

The School is located in the Boston College Intown Center at 126 Newbury Street, in the Back Bay of Boston. It is near the center of the city and one block from renowned Copley Square. In addition to pioneering social agencies and world-famous teaching hospitals, Boston and its environs offers splendid advantages for educational and cultural pursuits.

THE PROFESSIONAL PROGRAM

In keeping with the University's objectives of conservation, extension and diffusion of knowledge and in the tradition of commitment to the principle of the Natural dignity of the human person founded on his rights and responsibilities as these affect his relationships with himself, his fellow man, his Creator, and with Society, the School of Social Work accepts as axiomatic that man has an innate thrust towards the self-realization of his potential for effective social functioning, and that the profession of social work accepts the responsibility for helping individuals and societies to realize this potential. The faculty therefore seeks to impart the knowledge and display the attitudes which will evoke the same commitments in its students.

The School of Social Work seeks to educate each student to recognize his responsibility to implement the knowledge and values of the social work profession as expressed in the goals of a democratic society, to contribute to the continuing development of the profession, to increase its effectiveness in promoting healthy social functioning and in preventing social dysfunctioning for individuals, families, and communities.

The total Graduate program looks to the student's maturity in the professional knowledge and skills utilized in helping individuals and groups to mobilize their own strengths. Not least important for the student in the maturing process is his personal integration, through self-discipline, of professional attitudes and philosophical values consonant with a genuine total understanding of the human person in his unique dignity and destiny.

The educational aim of the School, therefore, looks towards the thorough preparation of a Master in Social Work who at commencement will be competent to undertake the practice of professional social work especially social casework or community organization.

The Casework method is a scientific process using techniques specific to social work in order to arrive at an assessment and plan of action designed to alleviate problems in social functioning within individuals and families. The objective of the caseworker is to enable people to perform more effectively in terms of their inter-personal relationships and their responsibilities within their family and their community. In general, while caseworkers aim to find solutions to social problems which impair individual and family functioning, their ultimate goal is to institute programs which will prevent these social problems.

Community Organization as a method of social work practice is aimed at assisting citizens and groups in solving the pressing social ills of a community or neighborhood. Community Organization serves to give direction to change, to enable citizens to plan purposefully and deliberately to meet the human needs of their community. More specifically, Community Organization is a method for planned change.

The objective of the community organization worker is to guide this process—to facilitate the cooperative endeavors of individuals and groups in achieving their own objectives. In short: helping citizens to help themselves!

The functions of the community organization worker are to arouse interest in solving social problems, to assist in forming interested citizen groups, to help them understand the nature and consequence of problems, and finally to enable groups to seek solutions. His job, too, is to initiate studies to locate power forces and good will in a community, to develop citizen leadership, and to promote, educate, and coordinate the activities of a host of other social welfare and civic organizations—in other words, to undertake all those actions which can help a body of citizens to act effectively and work together in its own self-interest.

Field Work

Professional social work education requires the students to have a period of actual practice in a social agency under a professionally trained social worker who qualifies as a field instructor.

This experience gives the students the opportunity to work with people; to learn agency functions and policies, the resources of the community, the integration of theory and practice; and to experience the responsibilities of becoming a professional social worker.

Field placements are in public and private casework and community organization agencies. The agency and school jointly agree upon the content of the student's field training. Some field instructors are agency

employees, whereas others are selected by the school and the agency to teach a group of students as a unit.

First year students have two days per week whereas second year students have three days per week in field work.

Faculty Advisors

It has been a tradition at the school since its founding for each student to have a Faculty Advisor. The Advisor is accessible for discussion with the student of his learning and integrating of instruction from the classroom and agency. It is expected that each student will confer with his Advisor at least once a month; the student may consult the Advisor more frequently as he wishes.

The regular program of the School is presented on a two-year basis, with a generic program of studies for all in first year and a sequence of studies in second year with a concentration of studies and field work in either social casework, or community organization. First year students are engaged in field work in a social agency on Mondays and Tuesdays and attend classes on Wednesdays, Thursdays and Fridays. Second year students spend Mondays, Tuesdays and Wednesdays in field work and attend classes on Thursdays and Fridays.

REQUIREMENTS FOR THE DEGREE

The regular program of the School is presented on a two-year basis, with a generic program of studies for all in first year and a sequence of studies in second year, with a concentration of studies and field work in either social casework or community organization. First-year students are engaged in field work in a social agency on Mondays and Tuesdays and attend classes on Wednesdays, Thursdays, and Fridays. Second-year students spend Mondays, Tuesdays, and Wednesdays in field work and attend classes on Thursdays and Fridays.

The Master of Social Work degree is granted upon the satisfactory fulfillment of the requirements specified.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field work represents the equivalent of 63 hours of supervised practice.

The maximum time limit for completing the requirements of the degree is six years from the first registration.

The requirements for the Master of Social Work degree vary according to the field of concentration.

Courses in classroom instruction	42-48 points
Courses in field work instruction	20 points
Research project	4 points

Students are expected to maintain a grade of B- as the combined average of all courses in each year. Credit for any course is given when the student has satisfactorily completed all the requirements of the course for the semester. The passing grade is C. A passing grade must be attained for the work in the two field placements.

The Dean, in consultation with the Educational Policy Committee, reserves the right to ask a student to withdraw because of failure to meet academic or other requirements.

FIRST-YEAR COURSE REQUIREMENTS

Human Behavior and The Social Environment
Social Welfare Policy and Services
Philosophy
Social Work Methods:
 Casework
 Community Organization
 Research
Field Instruction

SECOND-YEAR COURSE REQUIREMENTS

Human Behavior and The Social Environment
Social Welfare Policy and Services
Philosophy Seminar
Social Work Methods:
 Casework
 Community Organization
 Research
 Group Work
 Administration
Field Instruction

ADMISSION AND REGISTRATION

Admission Requirements

The Admissions Committee of the School forms its decision in accepting a candidate from evidence indicating that the applicant has the personal and academic qualifications necessary for success as a graduate student of social work and as a professional social worker. Personal qualifications include good health, emotional balance, maturity, high moral purpose, and scholarly habits. It must be clear from the outset that the applicant has a wholesome and genuine interest in people, is temperamentally suited for the work, and in general is possessed of a character and the disposition that will make for leadership in the field. Persons under twenty-one and over thirty-five are not accepted, save for special reasons.

Academic requirements are fulfilled in the presentation of a baccalaureate degree in arts or science from an accredited college. A broad undergraduate background in the liberal arts is preferred, and at least twenty semester hours are required from the social and physical sciences. Social sciences include history, economics, political science, and sociology. Psychology, cultural anthropology, and philosophy also provide preparation of particular value. In the physical sciences, courses in biology are most helpful. If a course in research methods and statistics has not been taken in undergraduate study, this may be made up in the first year in addition to the required research courses. At the Boston College School of Social Work, the most adequate program of undergraduate training is considered to be represented by a bachelor of arts degree with a concentration in sociology and/or psychology, and at least one course in biology.

A cumulative grade point average of 2.6 on a four point scale is a requirement for admission. The Admissions Committee gives consideration to an improving academic record on the undergraduate level.

An undergraduate grade point average equivalent to a B- is a requirement for admission. The Admissions Committee gives consideration to an improving academic record on the Undergraduate level.

Application Procedure

Application for admission is made by filling out an application form which may be obtained by communicating with the Office of the Dean. With the application form, the Office of the Dean forwards a notice for a transcript of undergraduate marks which the applicant sends to his undergraduate college requesting an official transcript of his college grades and credits. The School contacts the four persons listed by the applicant for letters of reference. Two of these are to be members of the faculty where the student completed his college courses and two, if possible, are to be people who knew the applicant in some supervisory capacity. After the application form, transcript of undergraduate grades and letters of reference are on hand, the School will contact the applicant for a personal interview. If the applicant lives at a considerable distance from Boston the School will arrange for a competent person in professional social work to interview the applicant in or near his local community. This requirement is generally waived for foreign students desiring, to enter the United States for graduate studies. Notice of the Committee's decision is sent to the applicant at the earliest possible opportunity. Application may be filed from the beginning of a student's Senior year in college.

The final date for filing applications is March 1, 1966. Priority in processing applications is given according to the date of receipt of the application and related interview and reference materials. A check or money order in the sum of \$15 is to be submitted with the application.

Registration

Applicants who have been accepted on a full-time basis will be required to deposit with the School, within two weeks of their notification of acceptance, the sum of \$50 as a pledge of intention to register. This

deposit is non-returnable and will be credited as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him.

Students are to register at 126 Newbury Street on the registration days listed in the School Calendar. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration in payment of the expenses listed in the notification sent in advance by that office. Registration in person on the specified day is required of all students in each semester of enrollment. Failure to comply with this regulation entails a Late Registration Fee of \$10.

Transferred Credit

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social Work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements.

FEES AND FINANCIAL INFORMATION

Tuition and Fees

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

Refunds

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If normal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Application Fee

A check or money order in the sum of \$15 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition.

Tuition for Full-Time Students

The tuition for the academic year 1966-67 is \$1,500 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$750. with a registration fee of \$5; hence; \$755. is payable by check or money order prior to registration. The \$50 fee paid by first year students as a deposit is credited against the \$755. in the first semester.

Special Fees

Binding Copies of Research Project	
Individual	\$12.00
Group Project	6.00
Graduation Fee	15.00

Other Fees

Late Registration Fee	\$10.00
Each Copy of Transcript (after first)	1.00

Residence Facilities and Living Expenses

The School does not maintain residence halls for students. There are many rooms and apartments at moderate cost, on Newbury, Commonwealth, Marlborough and Beacon Streets, which are normally available to students. Facilities are also available at nearby settlement houses. Information concerning these can be had upon personal inquiry at the School. It is not possible to obtain listings of apartments by mail as such rooms are for immediate rental. The most satisfactory arrangement for students is to engage their rooms after personal inspection. New students have found in the past that it is best to make arrangements in advance for temporary living accommodations until they can search out for themselves, with new classmates, during their first week or two at the School the residence facilities they prefer.

SCHOLARSHIPS AND AWARDS

The School has available a number of Federal stipends, which are awarded on the basis of scholastic achievement, professional promise, need, and career goals. These are granted to both first and second-year students, and application for them is made directly to the Boston College School of Social Work. Included in this category are grants from the National Institute of Mental Health, the U.S. Children's Bureau, the U.S. Vocational Rehabilitation Administration, and the Veterans Administration and the Fund and Council field; all of which require a moral commitment to their fields of practice.

Many private agencies offer financial assistance to students in exchange for a commitment to work for the agency following graduation. Awards vary from \$500 to \$2000. Application for these scholarships is made directly to the agency.

Public agencies in many areas have established educational leave plans under which a newly-employed worker is permitted to attend school

while receiving salary in exchange for a commitment after completion of studies.

Applicants are encouraged to explore the above sources for financial assistance as the number of scholarships without commitment is limited. In all instances, early application is advised.

GENERAL INFORMATION

Library

The Library, located on the fifth floor, has been developed specifically to serve the needs of the School. It has been maintained as a unit and contains a noteworthy collection of books, documents, and periodicals touching all aspects of the fields embraced by the curriculum.

Chapel

On the first floor of the building a new chapel in honor of St. Francis Xavier has been constructed. In addition to earlier morning Masses, noon-day Mass is offered each day.

Student Organization and Activities

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

A student journal, *Opinion*, is published three times during the Academic Year.

Alumni Association

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the School. The officers and executive committee meet monthly during the School year. Through various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates. A member of the Association serves as secretary to the Advisory Council.

Job Placement

The School assists graduates locate and relocate positions through an up-to-date file of job opportunities throughout the country.

Transcripts

Graduates and students wishing to have a transcript of their marks forwarded to some agency should so notify the School Registrar. It is to be noted that the policy of the School continues in existence of sending a transcript to a social agency, educational institution, and the like, but not to individuals for private use. Two weeks should usually be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

Professional Record

A copy of a graduate's Professional Record, written at the time of graduation, is always on file and available and will be forwarded to an agency at the request of a graduate.

COURSES OF INSTRUCTION¹

SOCIAL WORK CORE SEQUENCES

200 PHILOSOPHY OF SOCIAL WORK I (1) (*First*)

Attention is focused on those principles of natural law philosophy and philosophical psychology which influence the practice of professional social work. Ethical and moral relationships are studied insofar as they relate to material presented in the Human Behavior and the Social Environment sequence.

*Sutherland
Van Meter*

201 PHILOSOPHY OF SOCIAL WORK II (1) (*Second*)

Continuance of 200

*Sutherland
Van Meter*

202 THE DEAN'S SEMINAR (2) (*Third*)

This seminar is primarily devoted to a discussion of alcoholism, situational and personalist ethics, subjective responsibility, crime and punishment as some of those modern areas of morality pertinent to social work practice.

Driscoll

203 THE DEAN'S SEMINAR (2) (*Fourth*)

Continuance of 202

Driscoll

A. SOCIAL WELFARE POLICY AND SERVICES SEQUENCE

221 SOCIAL WORK AND SOCIAL WELFARE (2) (*First*)

This course examines social work as a profession within the social welfare system. The social welfare structure is looked at broadly with specific attention given to the fields of social work practice. Social problems, requiring the intervention of social work, and their origins are studied in a general way. Examination is made of the historical roots of social welfare, including those values which have shaped the development of social welfare policy in America.

*Hanwell
Webb*

¹After the title of each course or block of courses, the printed number indicates the total semester hours. The written number indicates in which of the four semesters of the two-year program this course or bloc of courses is offered.

222 SOCIAL WORK AND SOCIAL PROBLEM (2) (*Second*)

This course takes poverty as illustrative of a social problem, and examines it in depth, as well as the provisions with which our society deals with this problem. Public welfare, social insurance, public housing, and anti-poverty programs are looked at, as are provisions made in other countries against poverty.

*Hanwell
Webb*

223 SOCIAL WORK AND SOCIAL POLICY (2) (*Third*)

This course is designed to give the student an understanding of the nature of social welfare policy and the role of the social work profession in the formulation of policy directed toward positive social change. The student is provided with a frame of reference for critical appraisal of social welfare policy and attention is given to the responsibility of the social worker for personal and professional participation in the shaping of policy. These objectives are achieved through an in-depth examination of one policy area with special attention directed to the assessment of social policy issues. The student selects the social policy seminar of particular interest.

Child Welfare Seminar	<i>Hanwell</i>
Corrections Seminar	<i>Fitzpatrick</i>
Health Seminar	<i>Pisapia</i>
Public Welfare Seminar	<i>Pauley</i>

B. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT SEQUENCE

The central aim of all knowledge included in this sequence is the acquisition of cognitive skills required to make judgments about human behavior in accordance with standards expected in the practice of professional social work. Theory included deals with the behavior of individuals singularly; in families; and in other natural group situations. All of the courses included in the sequence are required of first-year students regardless of method employed or a field of practice.

The sequence is directed by a social work faculty member who collaborates with other classroom and field work faculty in the selection and organization of content offered in this segment of the program. A social work faculty member is also the major teacher of social factors and is a co-teacher with the physicians, psychiatrists, psychologists, and social scientists who are members of the teaching staff of the sequence. At focal points practioners from specific agency programs join with the classroom teachers to discuss the contributions which new theoretical formulations about behavior offer in changing trends in modern social work practice.

The sequence is divided into a series of courses which are inter-related and therefore must be taken as a unit and in the order described below.

Butler

231 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (1) (*First*)

Effective social functioning: a social work orientation to knowledge about potentiality of human behavior.

This course introduces the beginning social student to social work assumptions about the characteristics of man in connection with scientific knowledge of human potentialities. Social environmental forces which promote total well-being are specified. Information is provided about the master concepts and rationale of the framework devised for the sequence. Facts are provided about social functioning as a concept of health. Knowledge about health required in the promotion of well-being and prevention of social dysfunctioning is related to social work practice activities and functions.

Information is given about stress as a source which enhances or endangers well-being as well as the positive and negative aspects of problems in the human potentiality. *Butler*

232 SOCIAL BEHAVIOR AND THE SOCIAL ENVIRONMENT (4) (*First*)

Promotion of social functioning: multi-causation approach to the appraisal of behavior and assessment of social functioning.

Information is given about the inter-relationship of social, physical, psychological aspects of behavior. Facts about family life and the influence of family forces are specified in terms of the well-being of family members as well as in the effectiveness of the social functioning of the family as a social unit in the community.

Knowledge about the inter-relationship of personal and societal forces is related to each phase of the life cycle from the pre-natal period through young adulthood so there can be understanding of the opportunities, threats and hazards to social functioning which are specific to the pre-natal, young childhood, school age and adolescent phases of life.

Knowledge from maturational changes, stress and crisis theory is used to provide understanding about the processes and mechanisms of change. Information about the interaction of social, physical, and psychological factors provide the information used to assure understanding of the multi-dimensional dynamics of adaptability.

Facts about the range of variations expressed in patterns of behavior are specified at each phase as well as knowledge about norms used as criteria to judge growth, development behavior, maturity and health status from birth through young adulthood.

*Butler
Valadian
Caulfield
And others*

233 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (2) (*Second*)

Social responsibility: a social work concept of maturity.

Information about patterns of behavior expressed in social relationships and in the performance of social tasks is provided in connection with the concepts of maturity, health, and social responsibility. Knowledge drawn from social role theory is related to the physiological and psychological aspects of changes experienced during adulthood. Changes characterizing adulthood, middle age, and the aging phases of life are included and are related to a continuum of effective through non-effective social functioning.

*Butler
Minkel
Caulfield*

234 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (2) (*Second*)

Social Responsibility and Total Health.

The content included is aimed to the development of understanding about social environment forces and social behavior which influences human restorative powers. Factual information about specific physical and psychological diseases is used to provide understanding about the relationship of social factors which are forces in the rehabilitation of the physically and mentally ill, diseased and handicapped.

235 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (2) (*Third*)

Knowledge about human behavior is organized in relation to the practice method selected by the student during the second year of the educational program. This arrangement is subject to change pending results from current curriculum development activities. Until further notice, Course 235 is required for all case-work students and is conducted in hospital settings. The content about medical aspects is offered in the hospital ward and the teaching focuses on furthering understanding of the inter-relationship of physical, psychological and social aspects as they promote or retard restoration to health and well-being.

The psychological knowledge includes content from psychiatrists about emotional and mental illnesses and diseases. Manifestations of neuroses and psychoses are demonstrated in mental and psychiatric hospitals. The teaching point emphasized is the inter-relationship of physical, psychological and social factors which impede or retard recovery to total health.

*Pisapia
Gray
Minkel
Buie*

SOCIAL WORK PRACTICE SEQUENCES

SOCIAL CASEWORK

251 SOCIAL CASEWORK I (2) (*First*)

This course, the first in the casework sequence, introduces the student to principles, concepts and methods of the casework process with reference to its historical evolution and its relationship to the other social work methods. Particular emphasis is on the emerging theoretical base with case material used to illustrate particular concepts in relation to problem solving with individuals and families.

O'Donoghue
Mackey
Castagnola
Agelopoulos

252 SOCIAL CASEWORK II (2) (*Second*)

The second course examines in greater depth the study, diagnosis, and treatment aspects of the casework method. Building on knowledge of individual and family functioning as well as greater understanding of the social welfare system, we are able to apply theory to a wider variety of case material and the goal is a refinement of their diagnostic skills.

O'Donoghue
Mackey
Castagnola
Agelopoulos

253 SOCIAL CASEWORK III (2) (*Third*)

The major unit of study moves from the individual to the family, where it is possible to now look at external and internal forces creating family conflict. The major focus now is on examining a variety of treatment approaches. The caseworker's knowledge is broadened by theoretical consideration of various types of collaborative activity; such as, the interdisciplinary approach used in multi-function settings.

O'Donoghue
Mackey
Sutherland

254 SOCIAL CASEWORK IV (2) (*Fourth*)

The final course, while deepening students' knowledge of casework, also introduces some of the newer theories; such as, family diagnosis, conjoint interviewing, and direct work with children. Greater attention is given to the caseworkers' responsibility for preventive and inter-ventive activity with practical application of some of the epidemiological principles to problems faced by the caseworker. Illustrative case material is drawn from students' field work experience.

O'Donoghue
Mackey
Sutherland

*Community Organization*270 COMMUNITY ORGANIZATION I (2) (*First*)

Introduction to Community Organization Practice

Major focus of this course is to identify the distinguishing characteristics of community organization. Specific attention will be paid to the historical background of community organization, the changing definitions of practice, and the various settings within which community organization is practiced.

*Dobbins*271 COMMUNITY ORGANIZATION II (2) (*Second*)

Community Organization Method

The objective of this course is to help the student develop a method for planned change. The basic material covered would be: (1) identifying and understanding client systems based on social system analysis; (2) an understanding of various models of planned change; and (3) development of a study-diagnosis-plan of action for the community organization method.

*Burke*272 COMMUNITY ORGANIZATION III (2) (*Third*)

Social Planning

This course analyzes the principles and techniques of planning in the social welfare system. Heavy emphasis in the course is placed on developing planning models which are both conceptually sound and adaptable to the environmental demands of the social welfare system. Three areas are covered: (1) the system environment for planning, using organizational theory as a framework; (2) analysis of planning models used in the social and physical fields; and, (3) the participation of citizens in social planning.

*Bolan**Burke*273 COMMUNITY ORGANIZATION III (2) (*Fourth*)

Continuation of 272.

*Bolan**Burke*274 COMMUNITY DYNAMICS I (2) (*Third*)

This course analyzes the community as a social system; the functional relationship of its major groups and their sub-systems; their influence on the processes of a community growth and change. Attention is given to the institutional make-up of the community; the scope and strength of the authority which these institutions exercise; the changes that are taking place in the institutional and social life of the community and the significance of these changes.

Conant

275 COMMUNITY DYNAMICS II (2) (*Fourth*)

Continuing the analysis of the community as a social system, this course examines the dominant cultural patterns of the community; the influence structure; the dynamics of community decision making in relation to various aspects of community life; the relationship of the community to the larger society, and the influence of this relationship on community action and development programs.

Conant

276 PRACTICE SEMINARS IN COMMUNITY ORGANIZATION

(*First, Second, Third, and Fourth*)

Practice seminars are held one hour a week in all four semesters for the purpose of more closely relating field work and class work. Projects assigned to the students in the field are used as a basis for seminar discussions. The major content items explored include the organization of welfare systems; the structure of social agencies; methods of intervention; the creation, maintenance, and facilitation of cooperative systems; and the method of study-diagnosis-plan of action for community organization practice.

Mahoney

GROUP WORK

261 GROUP WORK (2) (*Fourth*)

An introduction to the principles of group behavior involving process and interaction and to the techniques of group leadership and management. A portion of the course will be devoted to an examination of social group work as a social institution and as a specialized method in social work. The course will utilize a type of organized discussion as both a learning and training method.

281 SOCIAL WELFARE ADMINISTRATION (2) (*Fourth*)

The delivery of social work services is viewed from the perspective of administrative science and theories of formal organization. Students learn to identify both the strengths and the strains of social welfare as a social system. They develop beginning competence at applying theory to analyze the functioning of complex organizations, and to make predictions about possible future outcomes.

Adams

290 Social Welfare Research I (1) (*First*)

Theories and principles of scientific inquiry and their implications for problem solving and knowledge building in social welfare. Current trends in theory building and research strategies.

(Required - all first-year students)

Howerton

291 Introduction to Social Work Research Methods (1) (*Second*)

Introduction to formulating designs appropriate for social welfare research and methods of collecting data, sampling, organization of data in surveys, field studies, and experiments.

(Required of first-year students who have not had a previous course)

Howerton

292 Introduction to Statistical Analysis (1) (*Second*)

Descriptive statistics and basic concepts of probability and elementary statistical inference.

(Required of first-year students who have not had a previous course.) Berkowitz

293 Social Welfare Research II (1) (*Second*)

Methods of research and criteria for their use for inquiry into social welfare problems, and testing theory.

(Prerequisite: course equivalent to 291 and 292.)

294 Social Welfare Research III (1) (*Second*)

Analysis of studies in social welfare. Review of classical and current research on topics selected by the students in relation to their professional interests.

(Prerequisite: course equivalent to 291 and 292.) Howerton

295 Social Welfare Research IV (1) (*Second*)

Use of research methods and findings to improve practice. Criteria for use of research in practice organizations and the role of the practitioner in research. Emphasis on exploratory and evaluative research in casework, community organization, and administration.

(Prerequisite: course equivalent to 291 and 292.) Howerton

296-297 THE RESEARCH PROJECT (4) (*First and Second*)

A Requirement for the Master's Degree

A field instruction experience in research. Groups of five to nine members, self-selected by professional interest in topics which are suggested by agencies, faculty, previous project groups, and first-year students and approved by the Director of Research, work on projects of one of the following types.

Type 1. Planning an exploratory study, and protesting with a small sample.

Type II. Replication, revision, or follow up of some exploratory study.

Type III. Critical review of research in some specific content area.

Type IV. Use of scientific principles and methods in assessing some aspect of current developments in social work theory, knowledge, or practice methods.

Director of Research is consultant to all groups.

Directors of Projects 1966-67: Agelopoulos, Hanwell, Mahoney, McGuinness, Miller, O'Donoghue, Rose, B. Sutherland, G. Sutherland, Webb.

FIELD WORK INSTRUCTION

202 FIELD WORK I (5) (*First*)

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients engage the first two days of each week of the full-time First Year student's academic year after early October.

203 FIELD WORK II (5) (*Second*)

Continuance of 202 in the same agency.

204 FIELD WORK III (5) (*Third*)

Learning and practice under the instruction of a qualified supervisor in a second social agency with a specialized setting related to the student's major field in social casework (family welfare, in this instance), occupies the Second Year full-time student's first three days of each week.

205 FIELD WORK IV (5) (*Fourth*)

Continuance of 204 in the same agency.

206, 207 FIELD WORK III, IV (*Third*) (*Fourth*)

Field Work similar to 203 and 204, in a child welfare agency.

208, 209 FIELD WORK III, IV (*Third*) (*Fourth*)

Field work similar to 203 and 204, in a medical setting.

210, 211 FIELD WORK III, IV (*Third*) (*Fourth*)

Field work similar to 203 and 204, in a psychiatric setting.

212, 213 FIELD WORK III, IV (*Third*) (*Fourth*)

Learning and practice under the instruction of a qualified supervisor in a community organization agency occupies the first three days of each week of the Community Organization Major.

214, 215 FIELD WORK III, IV (*Third*) (*Fourth*)

For selected students, learning and practice under the instruction of a qualified supervisor in an administrative setting, or faculty supervision of the student in administrative employment occupies the first three days of each week of the Administration Major.

300 SEMINAR IN FIELD INSTRUCTION

Open to both casework and community organization field instructors, this seminar is intended primarily for those instructing students placed by the School. It will draw on findings of administrative science, learning theories, psychodynamic theories and social systems theory to identify objectives and methods which may further enable the instructor to contribute to the development of the student. Steinman

THE LAW SCHOOL



BRIGHTON, MASSACHUSETTS 02135

LAW SCHOOL ADMINISTRATION

ROBERT F. DRINAN, S.J., A.B., A.M., S.T.L., LL.B., LL.M., *Dean*

FRANCIS J. LARKIN, B.S., LL.B., LL.M., *Associate Dean*

JOSEPH F. MCCARTHY, A.B., A.M., LL.B., *Assistant Dean*

Chairman, Committee on Admissions

STEPHEN G. MORRISON, LL.B., *Librarian*

HERTA S. VARENAIS, MAG. JUR., *Assistant Librarian*

MARLENE C. MCGUIRL, A.B., J.D., M.A. IN L.S., *Reference Librarian*

PATRICIA D. BONELLI, *Secretary of the Law School*

AGNES M. CARROLL, *Secretary*

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MARY E. TOOMEY, *Secretary*

JUDITH A. WOOD, *Secretary*

THE UNIVERSITY

Boston College is one of twenty-nine Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus, which since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's, in Boston, in 1849. In 1859, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April, 1908. John Bapst, S.J., was the first President of Boston College and inaugurated the program of collegiate instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J., secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

New schools were added to the original College of Arts and Sciences. The Law School and the Evening College, both founded in downtown Boston in 1929, are now on the Chestnut Hill campus. The School of Social Work, founded in 1936, is presently at 126 Newbury Street, Boston. The College of Business Administration was founded in 1938. The School of Nursing, the School of Education, and the Graduate School of Business Administration were founded in later years in response to the educational needs of the nation.

Physical expansion came rapidly after World War II when Lyons, Fulton, and Campion Halls were erected. During the Presidency of Very Rev. Michael P. Walsh, S.J., Cheverus, Fenwick, and Fitzpatrick dormitories were built; McHugh Forum and Roberts Center were dedicated; Cushing Hall, McElroy Commons and the Carney Graduate Center were opened.

To keep pace with the educational needs of the nation and community, Boston College now is engaged in a Development Program in which more academic facilities are being added to the campus, including a Science Center, Library, Auditorium, Theater and Fine Arts Center, dormitories, Institute of Human Sciences, and School of Public Affairs.

From the first class of 22 young men, Boston College has grown in numbers, size, and prestige. The total enrollment is 10,500, although none of the schools and colleges has an enrollment of more than 2,000. The original faculty of six now numbers more than 700. In this university are students from nearly every state in the nation and from some 31 nations.

ACCREDITATION

Boston College is a member of, or accredited by, the following educational associations: The American Council of Education, the Association of American Colleges, the National Catholic Educational Association, the American Jesuit Educational Association, the New England Association of Colleges and Secondary Schools, the Board of Regents of the University of the State of New York, the American Association of Collegiate Schools of Business, the Association of American Law Schools, the Section on Legal Education of the American Bar Association, the American Association of Schools of Social Work, the National Nursing Accrediting Service, the American Chemical Society, and other similar organizations.

THE LAW SCHOOL

The Trustees of Boston College, with the active support and cooperation of many eminent members of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was commenced on September 26, 1929, and the first class was graduated on June 15, 1932. With the graduation of this first class, the Law School was officially approved by the Section on Legal Education of the American Bar Association. Upon its first application, in 1937, the School was elected to membership in the Association of American Law Schools. In 1954, on the Twenty-fifth Anniversary of its foundation, the Law School moved from downtown Boston to Thomas More Hall on the Campus at University Heights.

ACCREDITATION OF LAW SCHOOL

The Boston College Law School is a member of the Association of American Law Schools and approved by the American Bar Association and the Board of Regents of the University of the State of New York, the only recognized accrediting agencies for law schools in the United States.

LOCATION

The Law School, located on the main campus of the university, combines the advantages of urban and suburban locale. It is far enough removed from city life to have the quiet that is needed for study, parking spaces and ready access to major highways (The Massachusetts Turnpike is five minutes away) that are lacking in urban areas. At the same time public transportation direct to downtown Boston is just across the street. The availability of Boston's cultural qualities, including the Symphony Orchestra, the many fine museums and libraries, and the host of other outstanding universities provides a stimulation unmatched elsewhere.

THOMAS MORE HALL

Thomas More Hall, occupied exclusively by the Law School, contains ample provisions for administrative and faculty offices and classrooms, a Law Library with a main Reading Room seating two hundred and forty, study carrels for forty-five students, a Browsing Room shelving quasi-

legal materials, and a Stack Room with a capacity of 250,000 volumes. In addition there is a Moot Court Room seating one hundred and fifty spectators, seminar rooms, and attractive lounges for the faculty, students, and administrative assistants. A students' Dining Hall seating three hundred, students' lockers and other conveniences make Thomas More Hall a completely self-contained unit for the Law School on the University Heights campus.

The new building is of contemporary architecture, but its stone work reflects the Collegiate Gothic of the undergraduate buildings on the Heights. It is named after Thomas More (1478-1535), lawyer and judge, humanist and humorist, Lord Chancellor of England, and one of the truly great figures of legal history.

The building is designed to provide every necessary and useful facility for students who wish to pursue the study of law in an atmosphere of scholarship and culture, surrounded by extraordinary architectural and natural beauty.

METHOD OF INSTRUCTION

The program and method of instruction employed in the Boston College Law School is designed to prepare the student to practice law wherever the Anglo-American system of law prevails. Hence, there is a thorough insistence upon the common law and upon the important statutory enactments of the federal and state governments.

THE THOMAS J. KENNY LIBRARY

The Thomas J. Kenny Memorial Library has a spacious Reading Room seating two hundred and forty students and individual study carrels accommodating forty-five students. On the same level with the Reading Room is the Clement Joseph Maney Browsing Room with an additional collection of quasi-legal materials. A two-level stack room below the Reading Room has a capacity of a quarter of a million volumes.

The Library contains the reports of all the state courts of last resort, the National Reporter System and the several series of annotated reports as well as a good collection of English and Canadian decisions.

The statutory section of the Library contains a complete collection of the current state and federal annotated codes as well as current English legislation.

In recognition of the development of public law and its increasing importance in the United States, the Library contains a large section of this material, particularly the decisions and orders of administrative bodies, state and federal, and the numerous loose-leaf services which make available all current laws, regulations, administrative interpretations and decisions in this field.

The Library contains a comprehensive collection of treaties and text books, legal journals and reviews, and the standard legal encyclopedias.

The Law Library is administered by a full-time librarian and a staff of assistants. It is open from 8:30 A.M. to 11:00 P.M., Mondays through Fridays; from 9:00 A.M. to 5:00 P.M. on Saturdays; and from 2:00 P.M. to 8:00 on Sundays. During the Summer the Library is open during the day.

In addition to the Kenny Law School Library, the Bapst University Library of Boston College, which is situated on the Chestnut Hill campus, contains more than five hundred thousand volumes, is available to students of the Law School. Law Students also have access to the world-famous Public Library of the City of Boston, with its more than two million volumes, and to the Massachusetts State Library of more than six hundred thousand volumes.

Patrons, sponsors and friends of the Boston College Law School Library generously contribute gifts and books of ever increasing value.

PRE-LEGAL STUDIES

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which impinge upon society and give it quality and direction. The School recognizes that the foundation for such understanding—so vital to the effective modern lawyer—normally is gained during the four year college program. Accordingly, while the School refuses to designate a particular collegiate program as the "best" preparation for the study of law, it strongly believes that no student should forego the indispensable generality of a wide liberal education for studies which might have the reputation of being particularly "legal" in nature. However, because the field of law spans the entire social and commercial processes of our society, there is no collegiate program which cannot serve as an appropriate vehicle for pre-legal training.

We believe that a student considering the relative merits of a collegiate pre-legal program can do no better than recall the words of Justice Frankfurter.

"No man can be a truly competent lawyer unless he is a cultivated man. If I were you, I would forget all about any technical preparation for the law. The best way to prepare for the law is to come to the study of the law as a well-read person. Thus alone can one acquire the capacity to use the English language on paper and in speech and with the habits of clear thinking which only a truly liberal education can give. No less important for a lawyer is the cultivation of the imaginative faculties by reading poetry, seeing great paintings, in the original or in easily available reproductions, and listening to great music. Stock your mind with the deposit of much good reading, and widen and deepen your feelings by experiencing vicariously as much as possible the wonderful mysteries of the universe, and forget all about your future career."

ADMISSION REQUIREMENTS

Applicants for admission to the Boston College Law School as candidates for the degree of Bachelor of Laws must possess a Bachelor's degree from an approved college or university.

LAW SCHOOL ADMISSION TEST

The Boston College Law School requires all of its applicants to take the Law School Admission Test which is given at the Boston College Law School on all four occasions when it is conducted at universities throughout the nation and in certain foreign centers. The test will be held at the Boston College Law School on Saturday, February 12, 1966; April 9, 1966; August 6, 1966; and November 12, 1966.

For information and application form write to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

ADMISSION PROCEDURE

Application must be made upon the official form: and, as noted therein:

1. Official transcripts of all collegiate, graduate and professional study must be sent directly to the Registrar of the Boston College Law School by the registrars of the institution in which such study has been done.

2. The recommendation form issued by the Law School must be sent directly to the Registrar.

3. The Educational Testing Service must be directed to report the applicant's Law School Admission Test score to the Boston College Law School.

As soon as the completed application forms, all requisite transcripts, and the application fee of \$10 have been received, the applicant will be promptly advised by mail of the decision upon the application.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations, but may elect to do so. Normally, credit will not be certified for auditing.

ADVANCED STANDING

An applicant qualified for admission who satisfactorily completed part of his law course in another approved law school, may be admitted to upper classes with advanced standing. At the minimum, two complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

SCHOLARSHIP AND FINANCIAL AID

The following scholarships, financial aid and loans are available to students at the Law School:

1.) Fifteen Presidential Scholarships, established by the Trustees of Boston College. These are full scholarships to be awarded each year to students entering the Law School. Applicants must be outstanding in their college graduating class and must attain a high score in the Law School Admission Test. Beneficiaries are expected to achieve high scholastic standing and to participate in the work of the Law Review.

2.) *The Keefe Scholarship*, established in 1956 by the late Margaret M. Keefe in memory of The Keefe Family.

3.) *The O'Connell Scholarship*, established in 1946 by Patrick A. O'Connell of Boston, in memory of his son, Edmund Fabian O'Connell.

4.) *Two academic awards* of half tuition granted to the highest ranking non-scholarship students entering the second year class.

5.) *The Walter R. Morris Scholarship*, established by the friends of the late Professor Morris who served on the faculty of the Law School from 1929 to 1938.

6.) *The John J. Flynn, Jr. Loan Fund*, established by the past presidents of the Newton-Waltham-Watertown Bar Association in honor of one of their past presidents.

7.) *The Parker Morris, Esq. Scholarship Fund*.

8.) *The Pitcoff Scholarship Fund*. This scholarship was established by the family and friends of the late Robert S. Pitcoff who, having completed one year at the Boston College Law School, was killed in an auto accident September 1, 1964.

It is the donor's hope that recipients of such help would be encouraged to feel that, when they become financially able to do so, they should in turn help others by repayment or by addition to this fund.

9.) *The Norfolk County Bar Association Loan Fund*, established for worthy students residing in Norfolk County.

10.) Students at the Boston College Law School may obtain loans up to \$1,000 for each year of three years of law school under an arrangement made by Boston College Law School, the Massachusetts Bar Association and the Chemical Bank, New York Trust Company. This plan utilizes scholarship funds from the Massachusetts Law Society and the Gerald P. Walsh Memorial Fund. A relatively low rate of interest on the loans is charged with the loan becoming due and payable five months after graduation; at that time the borrower agrees to pay 60 equal monthly payments over five years until the debt is discharged.

11.) *American Bar Association Fund for Legal Education*. Students who are in the second and third year of law school are eligible to borrow under this plan up to \$1,500 each academic year.

12.) *Honorable Harold A. Stevens Scholarship Fund*, established in honor of Judge Stevens, graduate of the Boston College Law School in the Class of 1936, Judge, Supreme Court of New York, Appellate Division.

13.) In addition to loans available under the plan of the Massachusetts Bar Association each resident of Massachusetts may obtain loans up to \$500 each year under the state sponsored Higher Education Loan Plan. Numerous other states also have loan programs that may be utilized at Boston College.

All students interested in scholarships, grants and loans are invited

to fill out the application and discuss the matter with the dean or other official of the Law School. Federal loans are also available at Boston College.

HOUSING AND BOARDING FACILITIES

The Director of Resident Students, Boston College, Chestnut Hill, Massachusetts 02167, maintains a list of private homes, rooms, and apartments near Boston College where living facilities are available. Correspondence regarding this matter should be directed to this office, or to the Student Bar Association at the law school.

No difficulty has been experienced by law students in obtaining adequate and attractive living accommodations near the Boston College Law School.

All law students are eligible to utilize the extensive athletic facilities of the university.

REGISTRATION

Successful applicants must register personally at the regular registration period indicated in the current Law School Bulletin. Each applicant is required to present, before or at the time of registration, a recent unmounted passport-size photograph. There is no regular registration fee; but a student permitted to register after the regular registration period will be charged a *late* registration fee of \$5.00.

GRADING SYSTEM

Academic standing is determined by written examinations conducted at the conclusion of each course. The quantitative unit of credit is the semester hour, which is equivalent to one hour of class work per week for one semester of not less than sixteen weeks duration. The qualitative standard determining academic standing, advancement and graduation, is the *grade quotient* as explained below.

Academic achievement in each course is indicated by the following grades, to which are assigned the following *point values* per semester hour:

A+ = 10	B+ = 7	C+ = 4	F = 0
A = 9	B = 6	C = 3	P = X-1
A- = 8	B- = 5	D = 2	

The *point value* of the grade attained in each course is multiplied by the number of semester hours devoted to the course, the result indicating the number of *grade points* earned in the course. For any given period of time, academic standing is determined by dividing the total number of *grade points* earned during the period by the total number of semester hours undertaken. The result is the *grade quotient*, which is of greater importance than any individual course grade. The grade quotient is *cumulative* throughout the student's law school career; nevertheless students are required to attain a satisfactory grade quotient in each academic year.

Grade C indicates a satisfactory pass, grade D an unsatisfactory pass, and grade F a complete failure. The symbol P indicates a passing grade in a course originally failed; its value (X-1) is one point less than the value

of the grade (X) attained in the re-examination. Thus, *in a re-examination* D=1, C=2, C+=3, and so forth. A student with an F grade if permitted to remain in the School, has the privilege of taking the *next regular* examination in the failed course. If this privilege is not exercised, or if the re-examination is failed, the original F becomes permanent. The symbol M indicates a missed examination. A student with a missed examination, who presents good cause in writing to the Dean within a reasonable time after the missed examination, will be granted the privilege of taking the *next regular* examination in the course. A student exercising the re-examination privilege must fulfill the current examination requirements of the course; special examinations are never given.

For advancement with satisfactory standing and for graduation a student must attain a grade quotient of 3.0 each marking period.

Regular attendance and diligent preparation of all assigned work is required. For excessive absences or inadequate preparation of class work a student may be excluded from the School by the Faculty or dropped from a course by the professor of the course for unsatisfactory application.

The academic standing of a student, at any given time, is determined by his grade quotient as follows: Above 6.9—*summa cum laude*; 6.6 to 6.9—*magna cum laude*; 6.0 to 6.5—*cum laude*; 5.0 to 5.9—Dean's list; 3.0 to 4.9—satisfactory; Below 3.0—unsatisfactory.

REINSTATEMENT

A student who has been excluded from the School because of an unsatisfactory grade quotient has the privilege of *one written* petition to the Faculty for reinstatement. The purpose of this privilege is solely to provide the excluded student with an opportunity to present to the Faculty *specific* facts, not contained in the academic record, which rebut the presumption of the record. Reinstatement is never granted unless the petition sustains the burden of proof that extraordinary circumstances, beyond the control of the student, have deprived him of a reasonable opportunity to prepare for the examination which caused his exclusion; and that these extraordinary circumstances are no longer operative.

The Faculty will not entertain petitions, from full-time students, which are based upon outside employment.

DEGREE REQUIREMENTS

All candidates for the degree of Bachelor of Laws must follow the prescribed schedule of courses and must carry a full program during the regular academic year. This requirement may be varied, in the discretion of the Dean. The minimum period of required residence for the degree of Bachelor of Laws is three years (six full semesters).

Leave of absence from the Law School, with the right to re-enter and resume candidacy for a degree, will be granted for a good cause after an interview with the Dean. Except for unusual reasons approved by the faculty all students must complete the requirements for the degree of Bachelor of Laws within four years of enrollment.

HONORS AND PRIZES

1.) An annual Honor Award established by the Class of 1952 to be given to the outstanding graduate of each succeeding class, on the composite basis of class standing, preparation of class assignments, contributing to class discussions, and participation in the extra-curricular activities organized for the advancement of the student body and the furtherance of Boston College ideals. Eligible students are recommended by an elected committee of the Senior Class, and the recipient is finally determined by a committee of the Dean and four Professors. The recipient's name is inscribed on a plaque in the Student's Lounge and he is awarded a gold key.

2.) A subscription for one year to the *United States Law Week* is offered by the Bureau of National Affairs to the graduating student who showed the most satisfactory progress during his senior year.

3.) Commencement prizes in substantial cash awards are given annually for outstanding student work through the generosity of Lyne, Woodworth and Evarts, Boston Law Firm, Thomas Macken Joyce, Esq., '41, John F. Cremens, Esq., '41, Fusaro and Fusaro, Worcester Law Firm, and the Lawyers Title Insurance Corporation of Richmond, Virginia.

4.) Through the generosity of Selwyn I. Braudy of the Class of 1939 an award is offered periodically in honor of Professor William J. O'Keefe who taught at the Law School from 1929 to 1959.

5.) The Lawyers' Co-operative Publishing Company annually awards bound volumes of the material in American Jurisprudence on certain selected subjects.

6.) The Boston Safe Deposit and Trust Company sponsors an annual estate planning and drafting contest for the students of the Boston College Law School. The awards are offered as follows: First Prize, \$250; Second Prize, \$150; Third Prize, \$100.

CONTINUING LEGAL EDUCATION

Programs for post-admission training are sponsored periodically by the Boston College Law School. These non-credit courses, conducted in collaboration with the practising bar, have proved to be most valuable for members of the legal profession. Lawyers interested in these offerings are invited to contact the Law School.

TUITION

Tuition for each semester is payable in advance of registration. Tuition for full-time students is \$750.00 per semester. Tuition for a partial program is \$60.00 per semester hour. There are no costs or fees aside from tuition except a graduation fee of \$20.00.

WITHDRAWALS AND REFUNDS

Tuition is refundable subject to the following conditions:

- a.) Notice of withdrawal must be made in writing to the Dean.
- b.) The date of receipt of withdrawal notice will determine the amount of tuition refund.

Notice within two weeks of first classes	80%	tuition refund
Notice within three weeks of first classes	60%	tuition refund
Notice within four weeks of first classes	40%	tuition refund

Notice within five weeks of first classes20% tuition refund
No refunds are allowed after fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

The Trustees of Boston College reserve the right to change the rate of tuition and fees and such changes may be made applicable to students already enrolled in the School.

THE ORDER OF THE COIF

The Order of the Coif, the national honorary society for law students, is designed to promote legal scholarship. The organization has chapters at about fifty of the nation's better law schools. Faculty members of the local chapter at Boston College Law School each year select those to be honored from among those seniors who are academically within the top ten percent of their class and who have actively participated in significant extra-curricular activity of a scholarly nature.

Induction ceremonies are held late each spring, at which time a distinguished member of the bench or bar is also ordinarily selected for honorary membership. All members upon induction commit themselves to carry out the highest scholarly, and public-service traditions of the legal profession. The combination of high standards for selection and the Order's nation-wide reputation makes membership the most esteemed honor a student can obtain while at the law school.

STUDENT ACTIVITIES

STUDENT BAR ASSOCIATION

The Boston College Student Bar Association is a member of the American Law Student Association, the student affiliate of the American Bar Association. The Association, whose members are all the students at the School, sponsors many co-curricular and extra-curricular activities during the year.

The Association, through the Chairman of the Board of Student Advisors who is an *ex officio* member of the Board of Governors, assists in the work of the first year study groups and the Wendell F. Grimes Moot Court Competition. The Association also conducts an extensive Forum series which attracts to the School outstanding speakers from the fields of law, government and business. The Student Bar Association aids in publishing the Law School newspaper, *Sui Juris*. During the course of the year, the Association sponsors a broad range of social activities including smokers, cocktail parties and dances. The fundamental aim of the Association is to inculcate in the students an awareness and consciousness of the many facets of the legal profession and to acquaint him, while yet a student, with the special values of an organized bar association.

The Law Wives' Club, an organization made up of all the students' wives, conducts social and cultural events throughout the school year.

LAW REVIEW

The students are responsible for the publication of the *Boston College Industrial and Commercial Law Review* four times each year. A senior

Board of Editors chosen by the Editors of the prior year supervises the work of second and third year Staff members. Criteria for membership are academic achievement and contributions to the Law Review which meet standards set by the Board. Staff members and Editors write a substantial part of each issue of the Law Review.

The Law Review was established to achieve several purposes. First, it provides a laboratory where top students may pursue independent research, employ and perfect knowledge and skills acquired in course work and publish the fruits of their efforts for the benefit of the profession. Second, the Law Review is the highest honor as well as the greatest professional responsibility afforded by the Law School. As a result, successful membership is a significant factor in retention of Presidential Scholarships and in finding a place in the profession upon graduation. Third, the Law Review aids lawyers and judges alike in its thorough and well-reasoned treatment by leading outside authors as well as students of subjects within the ever expanding fields of industrial and commercial law.

Because the Uniform Commercial Code, containing comprehensive statutory rules for the conduct of commercial transactions, is well on its way to adoption by all of the states, it is given significant treatment in the Law Review. To meet special needs of commercial lawyers, the Law Review Board and Staff in 1962 prepared a special hard-bound volume, the UNIFORM COMMERCIAL CODE COORDINATOR, which was published commercially by a leading law book publisher. A similar volume with expanded coverage entitled THE UNIFORM COMMERCIAL CODE REPORTER DIGEST was published in 1965.

ANNUAL SURVEY

The *Annual Survey of Massachusetts Law* was established to meet the needs of practitioners within the Commonwealth. It consists of an annual compilation and analysis by experts of significant judicial and legislative developments within Massachusetts in important legal fields. A faculty Editor-in-Chief supervises publication. The Annual Survey Editor of the Law Review Board and members of the Law Review Staff assist the Faculty Editor and outside authors in their research, writing and editing.

SUI JURIS

Sui Juris is the news journal of the Student Bar Association and the Alumni. It is under the editorship of a student board selected by the Student Bar Association and is published five times during the school year. The primary purpose of *Sui Juris* is to inform the student body and the alumni of developments at the school and of newsworthy events concerning the alumni. The unique magazine format of this publication also affords a vehicle for publishing articles of general interest to the legal profession. *Sui Juris* is distributed without charge to the student body, alumni and friends of the law school and has a circulation of over four thousand. In 1965, *Sui Juris* was given a special award by the American Law Student Association an "outstanding publication utilizing a unique concept in format."

BOARD OF STUDENT ADVISERS

The Board of Student Advisers consists of upperclassmen chosen on the bases of academic achievement and demonstrated interest in law school programs. The Board is both an honor and a service organization which chooses its own officers, makes its own operating rules and determines the means for carrying out its duties. Responsibilities of the Board of Student Advisers include:

- (1) Participation with the Student Bar Association in a program of orientation and consultation for first year students;
- (2) Conducting the Wendell F. Grimes Moot Court Competition, and
- (3) Assistance to the Instructor in Research and Writing as advisers to first year students in writing projects and the Moot Court program.

WENDELL F. GRIMES COMPETITION

The Wendell F. Grimes Competition, named for the late professor who was for many years moderator of the moot court program, is the intraschool moot court competition.

A trial court decision in a hypothetical case is the subject of appeal. Teams of two participants prepare appellate briefs for each side of the case and orally argue before an "appellate court" in the McLaughlin Memorial Courtroom. Both briefs and oral presentations are evaluated to determine winners in each round of the competition. Finalists are awarded trophies and the winners' names are engraved on a permanent trophy. Faculty members, practicing attorneys and judges from state and federal courts serve as judges in successive rounds of the competition.

Participation in moot court requires the kinds of research, preparation, advocacy and legal skills sought by firms, government agencies and courts in filling positions for law graduates.

NATIONAL MOOT COURT COMPETITION

Each year a team of three students from Boston College represents the law school in the National Moot Court Competition sponsored by the Young Lawyers' Committee of the Bar Association of the City of New York. Some 100 of the nation's law schools participate in the Competition which was inaugurated in 1950 to help develop the level of appellate advocacy among law students. For purposes of the National Competition, the country is divided into fifteen regions. In each region elimination rounds of argument are held among the participating schools in the region. The winners of regional rounds advance to the final rounds which are held in New York City in December. The winner of the final round is the national champion.

The art of appellate advocacy, like all arts, is best acquired and perfected by actual experience. The National Moot Court Competition provides a unique opportunity for acquiring this experience and students are encouraged to seek membership on the team. This membership is restricted, here at Boston College, to students who have participated in the Grimes Competition.

PLACEMENT SERVICE

The effective placement of every graduate of the Law School is regarded by the Dean and the faculty as a continuing responsibility. The Law School maintains a placement office to help students find advantageous employment after graduation. This office is under the direction of the Associate Dean. Other members of the faculty are available for consultation.

Each year interviews are held with every member of the graduating class to ascertain their career objectives. Moreover, a complete placement file is maintained on each student so that his qualifications and objectives may be matched with prospective placement situations as they develop.

Representatives of leading law firms and government agencies regularly visit the Law School to interview candidates for prospective placements. Recent graduates of the Law School have obtained an ever increasing number of graduate fellowships, judicial clerkships and other significant positions.

Summer positions in law firms after the second year of Law School are available. An increasing number of appointments in student internships in legal aid groups, federal and state courts are also available.

ALUMNI ASSOCIATION

The 2660 living graduates of the Boston College Law School are members of the School's Alumni Association. This organization helps in placement work, brings outstanding speakers to dinner gatherings of the Alumni, sponsors regional meetings and seeks in many ways to enhance the prestige and advance the interests of the Boston College Law School.

The 1963 Alumni Directory has proved to be especially valuable to the alumni of the school who practice law in most of the states of the Union.

The Alumni Association cooperates closely with the Annual Giving Program of the Law School and is largely responsible for its ever increasing success.

PROGRAM OF INSTRUCTION*

FIRST YEAR

<i>First Semester</i>		<i>Second Semester</i>	
Constitutional Law	3	Constitutional Law	2
Contracts	3	Contracts	3
Property	3	Property	2
Civil Procedure	2	Civil Procedure	3
Torts	3	Torts	3
Legal Writing	1	Agency	2
<hr/>		<hr/>	
15		15	

SECOND YEAR

<i>First Semester</i>		<i>Second Semester</i>	
Equity	2	Equity	2
Trusts and Estates	3	Trusts and Estates	3
Commercial Law	3	Commercial Law	2
Business Associations	3	Electives	7 or 8
Crimes	2	<hr/>	
Income Tax	2	14 or 15	
<hr/>		<hr/>	
15		14 or 15	

THIRD YEAR

<i>First Semester</i>		<i>Second Semester</i>	
Administrative Law	3	Conflict of Laws	3
Electives	10 to 12	Electives	10 to 12
<hr/>		<hr/>	
13 to 15		13 to 15	

ELECTIVE COURSES

Civil Liberties Seminar	Federal Courts and Jurisdiction
Commercial Transactions in Land	Insurance
Constitutional Law Seminar	International Law
Corporate Finance	International Business Transactions
Corporate Reorganization	Jurisprudence
Corporate Taxation	Labor Law
Creditors' Rights	Labor Law Seminar
Criminal Law Seminar	Land Use Control and Planning
Criminal Procedure	Legal Accounting
Damages	Restitution
Estate and Gift Tax	Seminar on Church-State Problems
Estate Planning	Securities Regulation
Evidence	Trial Practice
Family Law	Trade Regulations

*NOTE: Since the curriculum of the School is periodically re-evaluated, this program is subject to change.

DESCRIPTION OF COURSES

ADMINISTRATIVE LAW

3 Sem. Hrs.

Administrative tribunals in the present political and social order. Rule making powers. Procedure: right to notice; necessity, form, content, and service pleading. Conduct of hearings and procedural safeguards against abuse from administrative action. Impartiality, right to appear, issuance of subpoenas, admissibility of evidence, official notice, and the examination of witnesses. Necessity and adequacy of findings of fact. Methods and scope of judicial review. Federal and state administrative procedure acts.

AGENCY

2 Sem. Hrs.

Agency distinguished from various other legal relationships. The agent's authority, formalities in the appointment of an agent, types and sources of the agent's authority. Unauthorized acts by agents and the legal effect of the principal's ratification of such acts. Termination of the agent's authority. The course concludes with a brief survey of cases dealing with the liabilities of employees for torts of their servants.

BUSINESS ASSOCIATIONS

3 Sem. Hrs.

The major part of the course deals with business corporations; their organization and promotion; corporate powers, distribution between shareholders, directors and officers, mode of exercising same; voting trusts; duties of directors, remedies available to shareholders for enforcement of same; creation, maintenance, decrease and increase of corporate capital. Partnerships and other unincorporated associations are treated comparatively, primarily in the early stages of the course, with emphasis on the choice of form of doing business.

CHURCH-STATE SEMINAR

2 Sem. Hrs.

An analysis of all of the decisions of the United States Supreme Court construing the establishment and free exercise of religion clauses of the First Amendment. An investigation into the relationship of these two clauses. An evaluation of Federal and state legislation designed to achieve a secular objective through the instrumentality of a Church-related agency.

CIVIL PROCEDURE

5 Sem. Hrs.

An introduction to the rules of law governing the conduct of litigation. After an overview of the entire sequence of events from commencement to final disposition of a lawsuit, the following topics are considered in detail: pleadings; discovery and other pre-trial devices; summary disposition without trial; the trial, including rulings on motions; appellate review; the effect of prior adjudications; the jurisdiction of courts; and multiple parties and causes of action. Also introduced are the law-equity distinction and the division of business between federal and state courts. The Federal Rules of Civil Procedure are emphasized to give a rounded view of a single modern procedural system, but other procedural arrangements are also examined.

CIVIL RIGHTS SEMINAR

2 Sem. Hrs.

Selected legal aspects of civil rights are discussed in detail with the content of the course varying annually.

COMMERCIAL LAW

5 Sem. Hrs.

The legal and commercial problems in transactions with personal property, including distribution of goods and services, role of commercial paper and secured and unsecured credit. The core of the course is the Uniform Commercial Code. Effort is directed to developing skills in statutory construction and in the solution of pragmatic commercial problems.

COMMERCIAL TRANSACTIONS IN LAND

2 Sem. Hrs.

A course in seminar form designed to explore modern applications of vendor-purchaser law. Purchase and sale agreements, mortgages, and title security are related to modern federal and state tax, mortgage insurance and housing law. The commonly used forms of ownership of real estate—trusts, corporations, cooperatives, condominiums, and others—are explored. Reports are made in class and a final paper on an appropriate subject is required.

CONFLICT OF LAWS

3 Sem. Hrs.

The law applicable to transactions having contacts with more than one state. The course considers such problems as the following: domicile; classification and renvoi; substance and procedure; choice of law rules applied with respect to torts, workmen's compensation, contracts, property, marriage and divorce; and the influence of the Constitution upon conflict of laws problems.

CONSTITUTIONAL LAW

5 Sem. Hrs.

The doctrine of judicial review of legislation. Reciprocal immunities of the federal and state governments. Express and implied powers of the federal government. The commerce clause as a source of federal power and as a limitation upon the power of states. A study of the constitutional provisions in aid of individual rights and privileges, particularly the due process clause and the equal protection clause.

CONSTITUTIONAL LAW SEMINAR

3 Sem. Hrs.

A seminar in which are considered various current problems of public law, particularly in areas not treated in other courses. Members of the seminar go through the various steps of certiorari and appeal practice in constitutional litigation before the Supreme Court, and prepare papers on assigned topics or topics of their own selection.

CONTRACTS*6 Sem. Hrs.*

Contract as a principle of order. The movement from Status to Contract. The role of contract in society. The basic ideals of an individualistic law of contracts. The "Anatomy of a Promise." Contracts implied in law. Offer, acceptance and consideration. Fairness of the bargain—Exchange justice. Assignments, delegation, third party beneficiaries. The statute of frauds. The parole evidence rule. Conditions. Impossibility of performance and frustration of purpose. Substantial performance. Restitutional remedies for breach of contract. Introduction to certain provisions of the Uniform Commercial Code.

CORPORATE FINANCE*2 Sem. Hrs.*

An examination of problems arising out of the promotion, organization, management, re-organization and dissolution of the corporate entity. Liabilities of the promoter; rights, liabilities and interests of the Shareholders; preemptive rights; Capital Stock, classes and types, rights and interests thereof. Special consideration of corporate distributions and redemptions. Organic changes in the corporation; mergers, consolidations, sales of assets or stock and recapitalizations. The amendment power and dissolution.

CORPORATE REORGANIZATION*3 Sem. Hrs.*

A consideration of the fundamental problems in corporate changes, including study of the corporate and bankruptcy law affecting such changes. The tax effects of reorganizations are studied in detail. Attention is also given to policy limitations on corporate changes as affected by the anti-trust laws and securities regulation.

CORPORATE TAXATION*3 Sem. Hrs.*

Tax problems in connection with the organization, operation, purchase and sale, reorganization and liquidation of corporations, and of corporate dividends, including stock dividends, redemptions, and distributions in partial and complete liquidation. Tax treatment of business purchase agreements, collapsible corporations, personal holding companies and corporations with improper accumulated earnings.

CREDITORS' RIGHTS*3 Sem. Hrs.*

The collective rights of creditors are considered, including compositions, creditors' agreements, assignments for the benefit of creditors, and arrangements. Primary emphasis is given to the first seven chapters of the Bankruptcy Act. Certain rights of individual creditors are also considered.

CRIMES*2 Sem. Hrs.*

General principles underlying the use of the criminal law are examined, especially as these are involved in the sentencing responsibilities of legislatures, courts and administrators. The nature and scope of several defenses as well as the substantive offenses are considered in detail.

CRIMINAL LAW SEMINAR

2 Sem. Hrs.

Examination of selected problems of criminal law and criminal law administration in the light of relevant criminological knowledge. Such questions as the admissibility of confessions in view of the psychodynamics of the confession process and various aspects of psychopathy are covered. Substantial research into extra-legal sources is required for a research paper.

CRIMINAL PROCEDURE

2 Sem. Hrs.

The legal requirements of the criminal process relating to arrest, interrogations, trial and other procedures derived from constitutional, statutory and common law sources. Emphasis is made in relating the law to relevant criminological material.

DAMAGES

2 Sem. Hrs.

General principles of damages: value, certainty, avoidable consequences, interest and expenses of litigation. Material will also be selected from the following topics: Damages in tort actions (exemplary damages, personal injuries, wrongful death, defamation, deceit, injuries to the interests of owners of personal property and real property); Damages for Breach of Contract (restriction to foreseeable losses and other standard rules operative in contract cases, loss of future performance, construction contracts, liquidated damage clauses).

EQUITY

4 Sem. Hrs.

History of Equity; powers of the courts; specific performance of affirmative and negative contracts; relief for and against third persons; equitable servitudes; conversion by contract; partial performance; the Statute of Frauds; relief against torts including trespass, nuisance; wrongs involving criminal misconduct; business injuries; defamation and protection of interests of personality; social and political relations.

ESTATE AND GIFT TAXATION

2 Sem. Hrs.

A consideration of the fundamentals of taxation on transfers at death and during the life of the transferor, including transfers in contemplation of death, with life estate retained, and with the retention of powers. The estate and gift tax effects on special types of property holding, such as joint tenancy, powers of appointment, and life insurance contracts are also considered. The use of the marital deduction and problems arising from transfers for an adequate and full consideration are discussed.

ESTATE PLANNING

3 Sem. Hrs.

An examination of the various methods of preserving and disposing of wealth to benefit the family group. The uses of the will, inter vivos revocable and irrevocable trusts, non-trust gifts, the different kinds of insurance, and forms of concurrent ownership as instruments in the

estate plan. Analysis of the impact of estate, inheritance, gift and income taxes on the disposition of property under different plans. An examination of estate plans with emphasis on draftmanship and the desirability of the different modes of procedure open to the estate planner. Special consideration of future interest problems, powers of appointment, disposition of business interests, the marital deduction multiple state death and income taxation of dispositions of property and charitable gifts. Selecting fiduciaries and granting them administrative powers.

EVIDENCE

3 Sem. Hrs.

Law and fact, functions of the judge and the jury; testimonial, circumstantial, and real evidence; relevancy, competency and privilege; writings; examination of witnesses, offer of evidence, exceptions and review of questions of law and fact.

FAMILY LAW

2 Sem. Hrs.

A study of the civil law of persons and domestic relations at common law and under modern statutes. The laws concerning marriage and divorce, separation and annulment. The parent and child relationship; infants and adoptions; effect upon property, contracts and torts. Ethical obligations of lawyers and judges respecting separation, divorce and annulment.

FEDERAL COURTS AND JURISDICTION

3 Sem. Hrs.

An analysis of the function of the federal courts in the operation of the federal system, with particular emphasis on the distribution of power between federal and state courts and the limitations on federal judicial power, special attention is directed to the role of the Supreme Court in umpiring the federal system; related problems of federal procedure are also considered.

INCOME TAXATION

2 Sem. Hrs.

A fundamental course in federal income taxation. A study of source materials of federal taxation, such as legislative materials, the Internal Revenue Code, and Treasury Regulations. Tax procedure; the organization of the Internal Revenue Bureau; and the function of federal courts in tax matters. Constitutional and interpretative questions arising from the federal income tax provisions.

INSURANCE

2 Sem. Hrs.

An examination of the rules, principles and concepts of insurance law; the formation and regulation of the insurance carrier; the special characteristics and requirements of the insurance contract. Particular attention is given to the construction and enforcement of insurance contracts, to the legal devices upon which the insurer relies in the selection and control of risks and to the inter-relationship of insurance and the insurance carriers with customary public practices. Also considered are the problems of premium rate determination, the anti-trust aspects of concerted rate-making and the effectiveness of insurance in achieving economic and social objectives.

INTERNATIONAL LAW

3 Sem. Hrs.

An introductory course, treating of the principles and practice of the law governing inter-State relations. The course will consider such topics as the nature and sources of international law, international claims, treaties and other international agreements, recognition of States and governments, territory, jurisdiction of States, nationality, peaceful settlement of international disputes, and war.

INTERNATIONAL BUSINESS TRANSACTIONS

2 Sem. Hrs.

A seminar which will study some of the more difficult legal problems facing American business enterprises engaged in activities in other countries. After examining the principles controlling the scope and effect of national law upon international transactions, attention will be given to a variety of specific problems, including an examination of the possibilities available for the organization of business abroad, the protection of intangible industrial property, the reach of United States and EEC antitrust statutes, and the taxation of foreign income.

JURISPRUDENCE

2 Sem. Hrs.

A fundamental course in legal philosophy. Among the problems considered are: the Austinian theory of law and its modern counterparts, historical jurisprudence, natural law philosophy, modern American legal philosophies, law and economic life, the relation of law and morality, and problems of justice. The course utilizes cases from different branches of the law to test the principles expounded in the various schools of legal thought.

LABOR LAW

3 Sem. Hrs.

Introductory consideration of organized labor in a free enterprise society. Establishment of collective bargaining including representation and bargaining status under the National Labor Relations Act. Nature of the collective bargaining process, collective bargaining agreements and the administration thereof pursuant of grievance machinery and arbitration. Legal limitations on employer and union economic pressure. Legal controls which are applicable to intra union relationship.

LABOR LAW SEMINAR

2 Sem. Hrs.

This advanced labor law course is available to students who have completed the basic course in labor law; it is primarily concerned with the problems of the National Labor Relations Board practice and procedure and the lawyers part in the collective bargaining process; transcripts of fictitious Board hearings are examined and form the basis for discussion and reports. State Labor Relations Acts and developments in the field of arbitration are examined; students are required to write class papers on problems of first impression in the field of labor relations.

LAND USE CONTROL AND PLANNING

2 Sem. Hrs.

A course in a combined classroom and seminar form designed to explore in depth various problems in zoning, eminent domain, urban redevelopment, subdivision control and other public and private law areas affecting land use, with a concurrent study of underlying social and economic policy problems and planning concepts operative in these areas. Students are required to submit a paper and will be assigned research topics for presentation at class meetings.

LEGAL ACCOUNTING

2 Sem. Hrs.

A study of basic bookkeeping procedures and the mechanics of financial statement preparation followed by case studies of the legal bases of accounting principles. The focus is on the area of accounting judgments and their related legal problems rather than on the technical aspects of accounting theory. No previous knowledge of accounting is required.

LEGAL RESEARCH AND WRITING

1 Sem. Hr.

A course in which first-year students are divided into seminar size groups for an analysis of the manner of reading and briefing cases, an intensive study of the tools of legal research and their use, an introduction to the techniques of legal writing including legal memoranda and appellate briefs.

PROPERTY

5 Sem. Hrs.

A course that covers basic personal and real property law. Personal property includes coverage of the concepts of possession and relativity of title, using primarily bailment and gift materials. Real property includes an historical study of the development of the land law, the more elementary aspects of future interests, basic vendor-purchaser and landlord-tenant law, and study of non-possessory interests in land.

RESTITUTION

2 Sem. Hrs.

Material will be selected from the following topics: Restitution as an alternative remedy for tort; Equitable accounting, the constructive trust and equitable liens; Legal and equitable remedies on rescission for fraud; Benefits conferred under agreements; Unsolicited benefits and the volunteer; Mistake in bargaining transactions; Mistake in gift transactions; Defective capacity; Duress; Illegality.

SECURITIES REGULATION

2 Sem. Hrs.

A survey of the statutes administered by the Securities and Exchange Commission, with particular reference to (1) the registration and prospectus requirements of the Securities Act of 1933 and the related exemptions, (2) the effect of Federal statutes upon common law standards of disclosure in the purchase and sale of securities and (3) the duties of fair dealing and disclosure imposed by Federal law upon corporate management in its relations with stockholders.

TAXATION

4 Sem. Hrs.

A fundamental course in federal taxation. A study of source materials of federal taxation, such as legislative materials, the Internal Revenue Code, and Treasury Regulations. Tax procedure; the organization of the Internal Revenue Bureau; and the function of federal courts in tax matters. Constitutional and interpretative questions arising from the federal estate, gift, and income tax provisions. Problems in computation of estate, and income taxes are assigned to develop familiarity with federal tax forms and their use.

TORTS

6 Sem. Hrs.

Assault, battery, false imprisonment, trespass to land and chattels, and intentional infliction of mental suffering. An intensive study of the law of negligence, or accident law; an analysis of the concept; the measure of damages in personal injury litigation. Survival and wrongful death actions. The concept of strict liability. Nuisance law. The tort liability of owners and occupiers of land, or manufacturers, contractors, and suppliers of chattels. Misrepresentation, libel and slander, invasion of the right of privacy, malicious prosecution and abuse of process, and interference with contractual and other advantageous relations.

TRIAL PRACTICE

2 Sem. Hrs.

This course deals with problems of proof and persuasion in the trial of actions. The function and responsibility of the trial lawyer are considered, together with intensive consideration of the methods of developing facts at both the trial and pre-trial stages. Emphasis is on assigned problems which require practical application of rules of procedural and substantive law in a typical trial context. This course is offered in small sections to afford each student ample opportunity to participate in demonstrations of trial practices.

TRADE REGULATION

3 Sem. Hrs.

General survey of trade regulation by public and private power; the Sherman Act: monopolization, contract, combination and conspiracy; certain problems as affected by the Clayton Act, Federal Trade Commission Act, and Robinson Patman Act including: patent, copyright and trade mark use; tying agreements and exclusive dealing arrangements; resale price maintenance and discriminatory pricing; mergers; unfair competition.

TRUSTS AND ESTATES

6 Sem. Hrs.

Intestate succession; execution and revocation of wills; incorporation by reference and related problems. Creation and elements of the trust, the powers, duties and liabilities of the trustees; charitable trusts. Reversions, remainders and executory interests at common law and under modern legislation. The creation and execution of powers of appointment. The construction of limitations, particularly of class gifts. The nature and application of the rule against remotely contingent interests and related rules.

SUMMER SESSION



The information in the following pages is for the 1966 Summer Session. This information cannot be used for determining programs or registering for the 1967 Summer Session. The dates for the 1967 Summer Session are June 26-August 4. The 1967 Summer Session Bulletin will be available early in March, and may be obtained from the Director of Summer Session.

CHESTNUT HILL, MASSACHUSETTS 02167

GENERAL INFORMATION

THE UNIVERSITY

Boston College is one of twenty-eight Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus, which, since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April, 1908. John Bapst, S.J. was the first President of Boston College, and inaugurated the program of collegiate instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J. secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

THE SUMMER SESSION

Established in 1924, the Summer Session operates as a separate division of Boston College; it does not confer any degrees, but in cooperation with the various Colleges and Departments of the University offers a wide variety of undergraduate and graduate courses and Special Programs.

All credit courses are equivalent to those in one semester of the regular academic year and are designed for students who wish to accelerate their programs, complete their degree requirements, or make up deficiencies.

The Special Programs (cf. pp. 580, sqq.), as well as many of the regular summer courses, are designed for the needs of members of the teaching profession.

LOCATION

University Heights, one of the most beautiful collegiate campuses in the United States, lies partly in Boston and partly in Newton; it is adjacent to and overlooks the Chestnut Hill Reservoir. The buildings have been acclaimed as unsurpassed monuments of Collegiate Gothic in America.

The campus is divided into three sections: the lower campus (in Boston), containing chiefly the athletic facilities plus the Law School and St. Ignatius Church; the middle campus, containing the academic buildings of the University; and the upper, or residential, campus.

Boston College is situated between two main arteries to the city of Boston and is served by nearby lines of Boston's rapid transit system, the MBTA. Its accessibility affords the summer student the chance to take advantage of the many cultural and recreational attractions of the Greater Boston area: points of historical interest (e.g. the Freedom Trail), museums, restaurants, movie and summer theatres, and the seaside resorts on the North and South Shores of Massachusetts Bay.

ADMISSIONS

Neither a formal application for admission nor a transcript of previous college work is required for the Summer Session. All courses in the Summer Session are co-educational. Anyone who has graduated from high school may be admitted to any course for which there are no prerequisites of college level.

Acceptance of a student by the Summer Session does not imply acceptance by any other division of the university. Students who wish to enroll for degree programs in any school of Boston College must make formal application to that division of the university.

Undergraduate Students, must present to the Summer Session Office at the time of registration written authorization from their own Dean's Office for all work to be done in the Summer Session. This authorization must specify Course No(s) and Title(s) as in this *Bulletin*. It is the student's assurance that the course(s) taken at the Boston College Summer Session will be accepted in transfer at his/her own institution.

The normal number of courses for summer undergraduate students is *two*. However, *one additional course* may be taken with written authorization of the student's Dean.

Students not enrolled in any college or university may attend the Summer Session as "Special Students", according to the norms stated in the first paragraph above under 'Admissions'. No authorization is needed for registration of Special Students.

Graduate Students must obtain approval for all Summer Session courses from the appropriate Department Chairmen, who will be present at registration for this purpose.

(1) *Graduate School of Business Administration*

The Graduate School of Business Administration conducts its own summer term, separate from the regular Summer Session. For further information, see inside back cover of this *Bulletin*. All references in this *Bulletin* to graduate regulations and courses pertain to the Graduate School of Arts and Sciences.

(2) *Graduate School of Arts and Sciences*

The Summer Session and the Graduate School of Arts and Sciences are administratively distinct. Graduate level arts and science courses in the Summer Session are open to students of the Graduate School of Arts and Sciences and to other qualified students.

Students who desire to enter the Boston College Graduate School of Arts and Sciences should write for application forms and information to:

Office of the Graduate School of Arts and Sciences
Boston College, Gasson 102
Chestnut Hill, Massachusetts 02167

THOSE WHO WISH TO INITIATE GRADUATE STUDIES IN SUMMER SESSION SHOULD HAVE ALL APPLICATION PAPERS ON FILE IN THE GRADUATE OFFICE BY MAY 1, 1966.

Those who wish to attend graduate level courses without using the credits toward a degree should not apply for admission to the Graduate School. They need only consult the appropriate department chairman at the time of registration in the Summer Session. Those who desire to transfer graduate level credits to another institution should obtain in advance the approval of the school to which credit is to be transferred.

No graduate student may enroll for more than two courses, not even when the courses are taken to fulfill prerequisites or to prepare for modern language examinations.

SUMMER GRADUATION—Graduate students who have completed all degree requirements by August 12, 1966 will be considered eligible to receive the degree as of that date. A graduation fee of twenty dollars along with all other financial obligations must be paid before the degree may be awarded. An official transcript of grades may be obtained along with the diploma at the Graduate Office, Gasson 102 after October 28, 1966. There are no commencement exercises in the summer. The names of those who graduate in the summer are included in the commencement program of the following June and these persons are welcome to join the June candidates.

REGISTRATION

(1) *For Summer Session Courses:*

Advance Registration—

(a) *Undergraduates enrolled at Boston College during the 1966 spring term* may register for summer courses in the Summer Session office from 9:30 a.m. to 4:00 p.m. on any of the following days: Tuesday

through Friday, June 14 through 17, and Monday through Wednesday, June 20 through 22. They must present written authorization for courses from the Dean's Office of their own school.

(b) *All other students* may use the Application for Advance Registration in this Bulletin between pages 8 and 9. (Extra copies of this form are available in the Summer Session office.) This Application, together with the Advance Registration Deposit of \$10, should be mailed or brought to the Summer Session office no later than: June 1, for all except Part II courses; and June 15, for Part II courses. The Deposit is not refundable, but is deductible from total charges, which are to be paid *at the opening of the Summer Session*.

Registration and Class Cards will be kept in the Summer Session office. To obtain cards for all except Part II courses, come to Roberts Center (June 23, 24, or 27) or Champion Auditorium (June 28 or 29). Cards for Part II courses may be obtained until July 18 in the Summer Session office.

Regular Registration—All who have not registered in advance must register *in person* in Roberts Center on June 23, 24, or 27, for all except Part II courses. Registration for Part II courses close July 18.

Late Registration—for six-week courses only: Champion Auditorium, June 28 and 29. Late Fee—\$5.

(2) *For Summer Institutes*: see page 580.

AUDITORS

Students not taking courses for credit and not eligible for examinations and grades, may register for undergraduate or graduate programs. See page 578 for audit charges.

CHANGES AND WITHDRAWALS

Change of Course

Applications for a change of course must be obtained in the Summer Session Office no later than June 30. After this date no change will be permitted, except in the case of Part II courses. A fee of \$5.00 will be charged for each course changed subsequent to registration.

Change of Status

Applications for a change from a credit to an audit status must be obtained in the Summer Session Office no later than July 22. After this date no such change will be permitted.

Withdrawals

A Withdrawal is a complete severance of connection with the Summer Session. Students should not confuse Withdrawal with the mere

dropping of courses or changing of status within the same course. (See Change of Course and Change of Status above.)

A student who finds it necessary to withdraw from the Summer Session must give immediate notice to the Director on a "Notice of Withdrawal" form obtainable from the Summer Session office. A student who is prevented by an emergency from filing the Notice in person should report his withdrawal immediately by *writing a letter to the Director of the Summer Session, giving a full statement of the reasons*. Mere cessation of attendance or departure from the Summer Session does not constitute withdrawal. Withdrawal from the Summer Session will *in no circumstances be accepted by telephone*.

Students who give *official* notice of withdrawal on or before Friday, July 1, will be refunded 80% of tuition. Fees are not refunded, i.e. Registration Fee, Laboratory Fees. No adjustments on tuition accounts will be made after July 1. No refunds or adjustments in bills are automatic.

GRADES

Grade reports will be mailed to all students whose financial accounts have been settled in full, as soon as possible after the close of the Summer Session; no information about grades will be given over the telephone.

All course work must be completed by the date set for the course examination.

Undergraduates:

The grading system is: A, A—, excellent; B+, B, B—, good; C+, C, C—, satisfactory; D+, D, D—, passing but unsatisfactory; E, failure.

Graduates:

The passing grade in individual courses is B— (80-82%), but no more than ten credits altogether may be of this grade, and students must achieve a B average in their course work as a whole.

A grade of 'Incomplete' will be automatically given to any graduate student who withdraws from a course later than July 22.

LATE AND MAKE-UP EXAMINATIONS

There are no late and no make-up examinations for Summer Session courses.

BOSTON COLLEGE LIBRARIES

The Boston College libraries offer for the use of their students approximately 650,000 volumes. The principal library is Bapst and it is here that most students will be likely to find the materials needed for their courses. For some, however, the collections of the College of Business Administration (Fulton Hall), the Sciences (Devlin Hall), and the School of Nursing (Cushing Hall) may also be very useful. Although the loan

period for books during the regular school year is one month, during the Summer Session, by reason of greater demand over a shorter period, books are to be returned two weeks after they are borrowed. Reserved books, of course, are borrowable for shorter, specified periods. Please do not hesitate to ask reference librarians for assistance in the use of the Library.

BOSTON COLLEGE BOOKSTORE

The Bookstore, located in McElroy Commons, will be open each day from 8:30 a.m. to 4:15 p.m. On registration days, June 23 and 24, the Bookstore will be open in the evening from 6:00 to 8:00 p.m. The Bookstore will be open the first three evenings of class from 6:00 to 7:30 p.m., June 27, 28 and 29.

The Bookstore will close for vacation on Tuesday, August 2.

SPIRITUAL ACTIVITIES

Fr. John D. St. John, S.J., the Spiritual Counselor, will be available on each class day for consultations and Confessions in his office, Campion 202. Office hours will be posted on the door of the office.

A *Dialogue Mass* will be celebrated each class day at noon in St. Mary's Chapel, with Confessions before and during the Mass.

A *Scripture Service with Homily* will be conducted each Thursday at 2:00 p.m. in St. Mary's Chapel.

For *Resident Students* Mass will be celebrated daily in St. Joseph's Chapel (Gonzaga Hall). Facilities will be available for priests to celebrate Mass daily. Times of Masses and Confessions for Resident Students will be posted in the Residence Halls.

SOCIAL ACTIVITIES

A program of social activities, on and off campus, will be arranged for Summer Session students by Miss Lorraine Kinnane, Co-ordinator of Special Programs and Activities. Movies will be shown weekly in Devlin Hall, Room 4.

AUTOMOBILE REGULATIONS

All Summer Session students will park in area west of stadium from Beacon Street to St. Ignatius gate. No permit required.

Exception will be made to handicapped students who will receive permit for Upper Campus at the discretion of Rev. Robert F. Hoey, S.J., Director, Summer Session.

The City of Newton does not allow parking of cars on any street in the vicinity of Boston College. This regulation is being strictly enforced.

SUMMER SESSION NEWSLETTER

A daily bulletin of announcements pertaining to all Summer Session classes and special activities will be posted on the bulletin boards in all the classroom and residence buildings on campus.

HOUSING ACCOMMODATIONS

Facilities will be available in the Boston College Residence Halls for Religious men and women attending any Summer Courses or Institutes and for laymen and laywomen attending *Graduate* Courses or Institutes. Undergraduate lay students are *not* housed on campus during the summer.

Board and room rates are \$6 per day for all and are computed from the date of arrival to the date of departure as established for the Summer Session and for each Institute. The \$6-a-day rate is a flat rate and is not subject to adjustment because of overnight absence or absence from meals. The full charge for board and room for the six-week Summer Session and for six-week Institutes is \$246.

All inquiries about summer housing should be addressed to:

Mrs. Marion A. Mahoney
Director of Summer Housing
McElroy Commons
Boston College
Chestnut Hill, Mass. 02167

TUITION AND FEES

An Advance Registration Deposit of \$10 (non-refundable, but deductible from total charges) will be paid by all who register in advance. *No other payment is to be made in advance.*

Except for the Advance Registration Deposit mentioned above, all fees and tuition are to be paid in full at the time of registration in June. Enrollment is not complete without payment, and *a student will not be permitted to enter class without a class admission card properly validated by the Treasurer.*

Advance Registration Deposit (non-refundable, but deductible from total charges)	\$10.00
Registration Fee — to be paid by all students	5.00
Late Registration Fee, for six-week courses (June 29 and 30)	10.00
Tuition (*):	
Per Credit (*)	40.00
First audit course (per credit equivalent) (*)	40.00
Subsequent audit courses (per credit equivalent)	20.00
Readings and Research, Thesis Seminar, Thesis Direction (per credit or point) (*)	40.00
Change of Course Fee	5.00

(*) A 50% Tuition reduction is granted to Religious men and women and to Diocesan Priests for credit courses, credit institutes, and the *first* audit courses ONLY.

The tuition in 1967 will be \$45 per credit; first audit course \$45; subsequent audit courses \$22.50; Readings and Research, Thesis Seminar, Direction \$45.

Laboratory Fees:

Language Laboratory (per 3-credit course)	5.00
Science Laboratories (per course) unless otherwise noted)	25.00
Economic Statistics	10.00

Each course carrying a Laboratory Fee is so noted
under 'Courses of Instruction'.

Payments are to be made at the ticket windows in the foyer of Roberts Center on June 23 and 24; after these dates, payments are to be made at the Treasurer's Office, Gasson 100.

Make all checks payable to Boston College Summer Session; if mailed, they should be sent direct to the Treasurer's Office.

During the Summer Session the Treasurer's office hours are as follows:

Daily (Monday through Friday)	9:00 a.m. to 5:00 p.m.
Friday, June 24	9:00 a.m. to 8:00 p.m.
Saturday, June 25	9:00 a.m. to 1:00 p.m.

No grades or transcripts of grades are issued to students whose financial accounts have not been settled in full.

SPECIAL PROGRAMS: INSTITUTES, WORKSHOPS, AND CONFERENCES

Applications and all requests for information about these offerings should be addressed to the Director whose name appears under the title of each Special Program.

Registration will take place at times and places designated by the Directors.

PAYMENT IS TO BE MADE ON THE OPENING DAY OF EACH INSTITUTE—NOT IN ADVANCE.

CONFERENCE ON ADMINISTRATION AND SUPERVISION OF SPECIAL SCHOOLS FOR SCHOOL ADMINISTRATORS OF NEW ENGLAND

June 15 — June 16

Co-Directors: MR. JOHN R. EICHORN AND
MR. STEPHEN F. ROACH

Non-credit

Fee: \$20

Registration: Lobby Inside College Road and Beacon Street Entrance,
McElroy Commons, 8:00-10:00 a.m., Wednesday, June
15.

This conference has been planned to bring to the attention of regular Public School Administrators of New England some of the multiple and complex problems relating to providing educational services for exceptional children. Additional discussions and group sessions will afford opportunities to explore how these children can be best served by the public schools and other agencies providing special education services. Included will be a consideration of public laws and regulations at the state and national levels which have been providing assistance to communities serving these children.

Conference speakers will include administrators at the federal, state, and local levels.

(No on-campus housing will be available for this conference.)

NDEA INSTITUTE FOR ADVANCED STUDY IN ENGLISH

June 27 — August 5
3 credits

Director: DR. RICHARD E. HUGHES

Under the auspices of the NDEA and the U.S. Office of Education, this institute will present the latest of materials in the three fields of linguistics, rhetoric, and literary analysis. Fifty participants will be elected to the program, and will study under grants made by the NDEA.

Requirements are that each participant be a certified teacher in secondary schools, with at least a B.A. degree with concentration in English.

There will be a major lecture session in the three areas of linguistics, rhetoric and literary analysis on Monday, Wednesday and Friday mornings. Small seminars in each of the three areas will be conducted Tuesdays and Thursdays. Each afternoon will be devoted to lectures by visiting and campus professors, demonstration of new teaching techniques and aids, and personal interviews between participants and college staff.

Three upper-division credits, applicable in partial fulfillment of the requirements for the Master's degree, will be awarded for successful participation in the Institute.

SUMMER INSTITUTE IN RADIATION BIOLOGY FOR SENIOR HIGH SCHOOL TEACHERS OF BIOLOGY

June 27—August 5

Director: DR. WALTER J. FIMIAN, JR.

A Teacher Training Program sponsored jointly by The National Science Foundation and The Atomic Energy Commission.

The Institute will consist of an integrated lecture and laboratory study of the types of radiations in the electromagnetic spectrum and unstable isotopes; the physical and photochemical reactions to radiation and their biological implications; the tracer and therapeutic application of radiation in the biological system; and the precautions necessary for the utilization of radioactive material in the biological experiment.

To be eligible to participate in the Institute, the applicant (man or woman) must:

1. Possess a Bachelor's degree.
2. Have completed at least three academic years of Senior High School teaching by the time of admission to the Institute, at least one of which must have been in the field of Biology (and that within the last three years).
3. Devote full-time to the Institute during the entire session.

Further priority will also be given to applicants who have not had the opportunity of previous Summer Institute participation. The Institute is particularly designed towards work at a level normally requiring at least two to three years of prior study in basic subject matter.

Six academic credits may be earned by successful participation in the Institute; these are "upper-division" credits, for qualified graduates and advanced undergraduates. Successful participation in the Institute will be recognized by the award of a special Certificate of Postgraduate Study of Radiation Biology.

Due to the limited number of participants permitted (20), the Institute is restricted to N.S.F. and A.E.C. sponsored trainees only (as determined by the selection committee of the Institute).

SUMMER INSTITUTE IN MATHEMATICS FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

June 27—August 5

Director: REV. STANLEY BEZUSZKA, S.J.

This Institute is sponsored by the National Science Foundation for those who receive NSF awards. However, a few non-National Science Foundation teachers will be accepted on regular Summer Session status for any or all courses: (Tuition \$40 per credit—Registration \$5.)

A total of 6 to 9 graduate credits will be granted upon successful completion of course work. Interested persons should consult the Director named above for further course details and registration procedures.

SUMMER INSTITUTE IN PHYSICS FOR SENIOR HIGH SCHOOL TEACHERS OF PHYSICS

June 27—August 5

Director: DR. FREDERICK E. WHITE

Under the sponsorship of the National Science Foundation, this Institute aims at helping teachers with weak or insufficient background training in Physics. Geometrical and Physical Optics, and Basic Electronic Circuits useful for experiments in Physics will be studied thoroughly. This is the first of a sequential study of the fundamental areas of physics. The other parts which it is hoped to offer in subsequent summers are: Mechanics, Electricity and Magnetism, and Modern Physics. The areas are taken one at a time to allow full understanding of the principles and mathematical techniques involved. There are no formal prerequisites for the program; mathematical tools will be developed as need arises in the presentation of Physics as a unified whole.

Participants will be chosen from applicants possessing the following requirements:

1. Appointment, for 1966-67 as a Physics teacher in senior high school.
2. Preferably, three to ten years experience in teaching Physics in senior high school.
3. Less than 18 semester-hours of upper-division credit in Physics, exclusive of those earned in this sequence.
4. Preferably, credit for successful participation in previous Institutes in Physics at Boston College.

Daily sessions will include formal lectures, followed by discussions; opportunities will be afforded for individual and small-group conferences with staff members. There will also be problem-solving seminars involving the application of mathematics, and laboratory work. On one afternoon each week pertinent instructional films will replace the laboratory session. Daily home-problems will be assigned.

Six upper-division credits, applicable in partial fulfillment of the requirements for the degree of Master of Education will be awarded for successful participation in the Institute. Successful completion of the

sequence of four Institutes will be recognized by a special Certificate of Postgraduate Study of Physics.

If numbers permit, a few teachers of Physics who otherwise possess the requirements may be admitted to the Institute, without National Science Foundation sponsorship, on regular Summer School status: Tuition \$40 per credit. Registration \$5.

COMPUTER PROGRAMMING AND COMPUTER OPERATION FOR HIGH SCHOOL STUDENTS AND SECONDARY SCHOOL TEACHERS

June 27—August 5 *For Information:* REV. STANLEY J. BEZUSZKA, S.J.

- 1) Course in Computer Programming and Computer Operation for high school students. This is a non-credit course, and the fee for the six week period will be \$60. The course will treat Fortran and machine languages and the student will receive experience on an IBM 1620.
- 2) Course in Computer Programming and Computer Operation for Secondary School Teachers. There will be three upper division undergraduate credits given for this course. Tuition for the course is \$40 per credit together with a \$5 registration fee for a total of \$125. Teachers may audit the course for a fee of \$75. The course will treat the essentials of Fortran and machine language programming. The teacher will have the opportunity to use the IBM 1620 during the course.

MODERN INDUSTRIAL SPECTROGRAPHY

June 27—July 8
Non-Credit

Director: REV. JAMES J. DEVLIN, S.J.
Fee: \$250

This intensive course applies the principles of emission spectroscopy to the problems of inorganic chemical analysis. It is designed to give people employed in industry a knowledge of the instruments and procedures of spectrochemical analysis. Two hours will be devoted to lectures and six hours to laboratory work each day for two weeks. The most modern industrial spectrographs, microphotometers and accessory equipment are available to all students attending.

RELIGION FOR RETARDED CHILDREN (5 Ed. 279)

June 27—July 15
1:30 p.m.—4:30 p.m.

Director: MR. JOHN R. EICHORN

3 credits \$40 per credit—\$5 registration fee
Registration: June 23, 24 and 27 in Roberts Center.

This workshop will be open to teachers interested in teaching religion to retarded children.

Consideration will be given to the teaching of religion to educable and trainable mentally retarded children. Curriculum content and special

methods and materials will be discussed. Literature relative to the teaching of religion to retarded children will be reviewed, available curriculum guides will be analyzed, and special teaching material will be evaluated.

Special topics of interest will be discussed. A tentative list includes:

The church's responsibility in teaching religion to retarded children.

The role of parents in teaching religion to retarded children.

The sacraments and retarded children.

Attending church.

Included among the special lectures will be prominent religious and special educators.

WORKSHOP IN CREATIVE WRITING IN THE ELEMENTARY SCHOOL (S Ed. 223A)

June 27—July 15

Director: MISS CATHERINE M. DOWNEY

1:30 p.m.—4:30 p.m.

3 credits

\$40 per credit — \$5 registration fee

Registration: June 23, 24 and 27 in Roberts Center.

This workshop is open only to experienced teachers and those students working for an M.Ed. degree in Elementary Education, Plan B. Students enrolled for the six credit limit of courses may audit the Workshop for the regular audit fee.

The initiation of a creative writing program in the elementary school is based on the assumption that every child has thoughts and that these thoughts have significant value, at least to the thinker. In order to help teachers to encourage children to write well and creatively, the following topics will be presented: Motivating Children's Writing; Vocabulary Development; Relationship of Reading to Writing; Listening—Thinking—A Basis for Writing; Speaking and Sharing Ideas; Literature, Art, and Music—A Basis for Writing; Creative Dramatics; Use of Audio-Visual Materials in Creative Writing; Creative Speech versus Creative Writing; Spelling—Usage; and Evaluating Children's Writing.

Participants in the Workshop will have the opportunity of hearing guest speakers and viewing demonstrations. They will also have many opportunities to think and write creatively themselves, using the varied materials to be presented.

FIFTH SUMMER SESSION IN SPAIN

July 1—August 13

Director: REV. JOSEPH D. GAUTHIER, S.J.

This program is a joint venture of the Spanish Jesuits directing Deusto Universidad in Bilbao and the Boston College Summer Session. Academic credits will be granted by the Boston College Summer Session for each course taken during the summer session provided the usual requirements are fulfilled. The purpose of the Summer Session in Spain is to make it possible for American students to learn or to improve their knowledge of Spanish, both in language and in literature. The language

courses are conducted by Spaniards trained in intensive language methods. Specialists will lecture in the fields of literature, art and history.

Requirements

1. Applicants must have successfully completed at least one year of college.
2. Applicants must be over 18; parents or guardian must give written approval for students under 21.
3. Applicants must present evidence of serious academic intentions.
4. Previous knowledge of Spanish is not required.

Procedure

1. Interested students should send an application form in duplicate to the American director, together with the following:
 - a. a transcript of college credits;
 - b. a doctor's certificate indicating good health;
 - c. an application fee of \$25.00, which is not refundable (unless the program has to be cancelled) and not applicable to the final sum payable in Spain.
2. Application deadline: May 15, 1966.
3. Acceptance: the student will be informed promptly regarding his acceptance by the Admissions Committee.

Costs

Total cost of room, board, tuition, registration, language laboratory fees, and field trips, exclusive of transportation, will be \$225.00.

JUNIOR HIGH SCHOOL CONFERENCE FOR ADMINISTRATORS AND TEACHERS

July 19-21

Director: DR. VINCENT C. NUCCIO

Non-Credit

Fee: \$30

Registration: Lobby inside College Road and Beacon Street Entrance,
McElroy Commons, 8:00-10:00 a.m., Tuesday, July 19.

The three day conference is planned in cooperation with the Massachusetts Junior High School Principals Association and the Massachusetts State Education Department and is designed for public and private school administrators and teachers. Focus will be placed on programs for the academically talented in the Junior High School.

PROVIDING FOR THE TRAINABLE MENTALLY RETARDED (S Ed. 382)

July 18—August 5

Director: MR. JOHN R. EICHORN

1:30 p.m.—4:30 p.m.

3 credits

\$40 per credit—\$5.00 registration fee

Registration: Full time Summer Session students: June 23, 24 and 27 in Roberts Center. Students enrolling only in this course register in Summer Session Office, Campion 104A — 9:00 a.m. to 12:00 noon — July 18.

This workshop has been planned to permit participants a comprehensive view of programs which provide for the trainable mentally retarded in regular day schools. Consideration will be given to the philosophy of special education for the trainable mentally retarded, composition of special classes for these children and youth, and curriculum planning to suit the needs of those of school age.

Students will have an opportunity to examine and evaluate curriculum guides in use, to consider physical facilities for special classes, and special materials and equipment suitable for these children and youth. Special problems confronted in providing educational services for the trainable mentally retarded will be treated.

A tentative list of topics include:

- Determining potential
- Setting goals
- Home-school relationships
- Relationship with other school children
- Evaluating progress
- Sheltered workshops

For additional information contact the director.

PROGRAM FOR CERTIFICATE AS READING SPECIALIST

Program Director: DR. MARION J. JENNINGS

The Graduate Department of Education offers a sequence of courses, thirty semester hours, leading to certification as a Reading Specialist, approved by the International Reading Association committee on standards.

It is possible to earn a Master's Degree and a Specialist Certificate simultaneously. For students who have received their Master's Degree, a certificate may be secured by completing the courses required in the sequence as: an unclassified student accepted by the Graduate School, a candidate for the Certificate of Advanced Educational Specialization, or a doctoral candidate. The maximum number of transfer credits in any category above is six semester hours, two three-semester hour courses, subject to the approval of the Director of the Specialist Program and the Chairman of the Department. The required courses and electives are listed below. Except for Ed. 326, these are three-semester hour courses:

- *Ed 201 Research Methods in Education
- *Ed 202 Modern Educational Thought, *or* Ed 203 Philosophy of Education
- Ed 211 Educational Psychology, *or* *Ed 214 Modern Psychology and Education
- *Ed 224 Developmental Reading Instruction
- Ed 226 Diagnostic and Remedial Techniques in Reading
- *Ed 262 Educational Tests and Measurements, *or* *Ed 260 Educational Statistics I

*Ed 264 Psychometrics I: Individual Intelligence Testing

*Ed 326 Laboratory-Practicum in Remedial Reading (6 credits)
[Permission—Dr. M. Jennings]

An Elective

Electives approved are: Ed 213, *Ed 215, Ed 216, Ed 222, Ed 227,
*Ed 242, Ed 243, Ed 244, *Ed 245, Ed 246, *Ed 247, *Ed 259, *Ed 260,
*Ed 262, Ed 280, Ed 288, Ed 290, Ed 291, Ed 353.

*Will be offered Summer 1966.

COURSES OF INSTRUCTION

Courses numbered	1 - 99	undergraduate courses, lower division
	100 - 199	upper division courses which may be taken for undergraduate or graduate credit
	200 - 299	graduate courses
	300 - 399	graduate seminars

Morning courses numbered through 199 meet daily Monday through Friday.

Courses numbered 200 and above meet five times the first week, three times weekly thereafter according to the ruling of the Department and the discretion of the professor.

Evening courses meet daily Monday through Thursday. (Languages—Monday through Friday.)

Unless otherwise indicated immediately after the title of each course, all courses run from June 27 to August 5.

THE CLASSROOM NUMBER FOR EACH COURSE IS SHOWN AFTER TIME OF COURSE. LETTERS DESIGNATE BUILDINGS AS FOLLOWS: C—Carney; D—Devlin; E—Campion; F—Fulton; L—Lyons; N—Cushing; SAB—Student Activities Building.

If it is necessary to change classrooms as designated in the catalog, change will be posted on door of classroom shown in the catalog. See map in centerfold for building locations.

THE SUMMER SESSION RESERVES THE RIGHT TO CHANGE OR WITHDRAW OFFERINGS IF NECESSARY.

ACCOUNTING

ARTHUR L. GLYNN, *Chairman*

Office — Fulton 303A

S Ac 1e—Elementary Accounting I (June 27 - July 15)

(3 credits)

The basic principles necessary for an intelligent understanding of the books and records used in business. Functions of accounts; opening and closing books; classification and analysis of accounts; controlling accounts; trial and balance; working papers and the preparation of financial statements.

Daily, 6:00—9:45 p.m., C 205

Teacher to be announced

S Ac 2e—Elementary Accounting II (July 18 - August 5)

(3 credits)

Basic concepts and procedures are further developed. Trading and manufacturing operations of business organizations are studied. Analysis of the various types of assets and liabilities is made. Statement analysis is emphasized; fund statements, cash flow statements and the basic concepts of consolidation are explored.

Daily, 6:00—9:45 p.m., C 205

Teacher to be announced

S Ac 31e—Control (3 credits)

A managerial control through the use of cost data is stressed. Among the subjects covered are budgeting, standard cost analysis, cost-volume-profit relationships, differential costs, direct costing and distribution cost analysis.

Daily, 6:00—7:45 p.m., C 303

Teacher to be announced

BIOLOGY

WILLIAM D. SULLIVAN, S.J., *Chairman*
Office — Devlin 314

Unless otherwise noted, the higher number of credits indicated is granted only to those students who, in addition to the regular requirements of the course, write an acceptable paper. Only one credit may be earned by this paper.

S Bi 21—General Biology (June 27 - July 15) (3, 4 credits)

An introduction to the study of plant and animal life, the fundamentals of vital phenomena, and the cell.

Daily, 9:00—10:50 a.m. (lecture) D 317

11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25) D 317

Mr. Francis L. Maynard

S Bi 22—Vertebrate Zoology (July 18 - August 5) (3, 4 credits)

The fundamentals of classification, anatomy and physiology of the vertebrates.

Daily, 9:00—10:50 a.m. (lecture) D 317

11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25) D 317

Mr. Francis L. Maynard

S Bi 51—Physiology of the Human Systems (June 28-Aug. 5) (3 credits)

A treatment of physiological principles with special application to problems in human physiology. The lecture will be illustrated by demonstrations of laboratory material.

Daily, 9:00—10:15 a.m., D 102

Mr. Ralph Francesconi

S Bi 221—Microbiology (June 27 - August 5) (6 credits—without laboratory: 3)

An introduction to the principles of microbiology, followed by a study of representative bacteria, rickettsia, viruses, yeasts, molds, protozoa and metazoa related to the health of man.

9:00—11:00 a.m. (lecture) L 304

1:00—4:00 p.m. (laboratory) (Fee \$25) D 310 Mr. Robert Coleman

S Bi 297—Directed Research (6 credits)

By arrangement

THE DEPARTMENT

S Bi 299—Readings and Research (3 credits)

By arrangement

THE DEPARTMENT

S Bi 301—Thesis Seminar*By arrangement***(3 credits)****THE DEPARTMENT****S Bi 305—Thesis Direction***A two-point non-credit course.***(2 points)***By arrangement***THE DEPARTMENT****BUSINESS LAW** **WILLIAM B. HICKEY, Acting Chairman**
Office — Fulton 404**S BL 106e—Real Estate****(3 credits)**

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto.

*Daily, 8:00—9:45 p.m., C 206**Mr. Vincent A. Harrington***S BL 107e—Legal Aspects of American Economic Activity****(3 credits)**

In depth analysis of Federal and State Legislation against Restraint of Trade and Monopoly; Constitutional framework; Enforcement Procedure Problems in Price Making; Difficulties in Distribution by reason of Unfair Trade Laws; Constitutional Issues in Labeling and Advertising.

*Daily, 6:00—7:45 p.m. C 206**Mr. Philip F. Garity***CHEMISTRY****ALAN M. PHIPPS, Deputy Chairman**
Office — Devlin 407c

Unless otherwise noted, the higher number of credits is granted only to those students who, in addition to the regular requirements of the course, write an acceptable paper. *Ch 63 may not be taken without laboratory.*

S Ch 3—General Inorganic Chemistry I (June 27 - July 15)**(3, 4 credits)**

An introduction to the principles of chemistry, together with suitable applications. The topics include atomic structure, atomic weights, valence, weight relationships, solutions, chemical equilibria.

*Daily, 9:00—10:50 a.m. (lecture) N 231**11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25) D 407**Mr. Timothy E. McCarthy***S Ch 4—General Inorganic Chemistry II (July 18 - August 5)****(3, 4 credits)**

Continuation of S Ch 3 including electronic structure, oxidation-reduction, metallurgy, introduction to organic chemistry and biochemistry, study of selected elements.

*Daily, 9:00—10:50 a.m. (lecture) N 231**11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25) D 407**Mr. Timothy E. McCarthy*

S Ch 31—Organic Chemistry I (June 27 - August 5)
(4 credits—without laboratory: 3)

Lectures on organic compounds through the carbohydrates with laboratory work on typical syntheses and studies of properties.

Daily, 9:00—9:50 a.m. (lecture) L 307

10:15—12:00 noon (laboratory) (Fee \$25) D 403

Mr. David C. O'Donnell

S Ch 32—Organic Chemistry II (June 27 - August 5)
(4 credits—without laboratory: 3)

Continuation of Organic Chemistry I.

Daily, 10:00—10:50 a.m. (lecture) L 307

11:15 a.m.—1:00 p.m. (laboratory) (Fee \$25) D 403

Mr. David C. O'Donnell

S Ch 63—Introductory Quantitative Analysis (June 27 - August 5)
(4 credits)

Theory and problem work of Volumetric Analysis, including neutralization, oxidation-reduction, and Complexometric methods of volumetric analysis.

Daily, 9:00—9:50 a.m. (lecture) N 332

10:15—12:00 noon (laboratory) (Fee \$25) D 303

Mr. Alan M. Phipps

S Ch 301—Thesis Seminar **(3 credits)**
By arrangement *THE DEPARTMENT*

S Ch 305—Thesis Direction **(2 points)**
 A two-point non-credit course.
By arrangement *THE DEPARTMENT*

CLASSICS **ROBERT F. HEALEY, S.J., *Chairman***
 Office — Carney 122

LATIN

S Lt 1-2—Elementary Latin **(6 credits)**

An intensive beginner's course in Latin grammar designed to develop facility in reading Latin by means of carefully graded selections from such authors as Caesar, Cicero and Livy.

Daily, 10:00 a.m.—1:00 p.m., C 4

Mr. John J. Keaney

S Lt 241—Vergil **(3 credits)**

A comprehensive study of Vergil, with selected readings from his works.

10:20—11:35 a.m., C 5

Mr. Eugene W. Bushala

S Lt 254—Petronius **(3 credits)**

A study of the *Cena Trimalchionis*, together with the *Ludus de Morte Claudii* and selected Latin inscriptions.

9:00—10:15 a.m., C 5

Fr. Leo P. McCauley, S.J.

S Lt 301—Thesis Seminar (3 credits)
By arrangement THE DEPARTMENT

S Lt 305—Thesis Direction (2 points)
 A two-point non-credit course.
By arrangement THE DEPARTMENT

GREEK

S Gk 199—Readings and Research (3 credits)
 Tutorial work for necessary credits.
By arrangement Prof. Carl J. Thayer, S.J.

ECONOMICS ROBERT J. McEWEN, S.J., *Chairman*
 Office — Carney 131

S Ec 1e—Principles of Economics I (3 credits)
 Analysis of National Income Determination and the role of money.
Daily, 6:00—7:45 p.m., C 9 Miss Monique Paul

S Ec 2e—Principles of Economics II (3 credits)
 Problems of equilibrium of the firm and the price system.
Daily, 8:00—9:45 p.m., C 9 Mr. Michael Mann

S Ec 21e—Economics of Money and Banking (3 credits)
 Analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy.
Daily, 8:00—9:45 p.m., C 7 Mr. Francis Breen

S Ec 31—Principles of Economics I (June 27 - July 15) (3 credits)
 Analysis of National Income Determination and the role of money.
Daily, 10:20 a.m.—12:50 p.m., C 305 Mr. Vladimir Bandera

S Ec 32—Principles of Economics II (July 18 - August 5) (3 credits)
 Problems of equilibrium of the firm and the price system.
Daily, 10:20 a.m.—12:50 p.m., C 305 Mr. Harold A. Petersen

S Ec 51e—Elementary Statistics (Lab Fee \$10) (3 credits)
 Collection and classification of data; tabular and graphic presentation; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation.
Daily, 6:00—7:45 p.m., C 7 Mr. Vincent Dunfey

S Ec 106-206—Micro Economic Theory and Welfare Economics (3 credits)
 Intensive treatment of micro analysis and welfare economics.
Daily, 10:20—11:35 a.m., C 2 Fr. William C. Birdsall, S.J.

- S Ec 129-229—Mathematics for Economists (3 credits)**
 Introduction to mathematical methods useful in economics; functions, limits, derivatives, integrals, functions of several variables, partial derivatives, maxima and minima, homogeneous functions, implicit and inverse function theorem.
Daily, 9:00—10:15 a.m., C 2 *Mr. Adolf Vandendorpe*
- S Ec 257—Problems in Macro Theory (3 credits)**
 Investigation of specific problem areas in macroeconomics.
10:20—11:35 a.m., C 306 *Mr. Adolf Vandendorpe*
- S Ec 268—Problems in Monetary Policy (3 credits)**
 This course will study some of the current issues and controversies in commercial and central banking and will evaluate the merits of recent banking proposals.
11:45 a.m.—1:00 p.m., C 306 *Mr. Conrad P. Caligaris*
- S Ec 299—Readings and Research (3 credits)**
By arrangement *THE DEPARTMENT*
- S Ec 301—Thesis Seminar (3 credits)**
By arrangement *THE DEPARTMENT*
- S Ec 305—Thesis Direction (2 points)**
 A two-point non-credit course.
By arrangement *THE DEPARTMENT*

EDUCATIONVINCENT C. NUCCIO, *Chairman*

Office: Campion 115

- S Ed 100e*—History of Education (3 credits)**
 A history of Education movements, leaders, and institutions.
Daily, 8:00—9:45 p.m., C 302 *Teacher to be announced*
**Undergraduate only*
- S Ed 141e*—Psychology of Learning (3 credits)**
 The psychological study of the nature, characteristics and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology.
Daily, 6:00—7:45 p.m., C 302 *Mr. James P. McIntyre*
**Undergraduate only*
- S Ed 201—Research Methods in Education (3 credits)**
 An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.
9:00—10:15 a.m., E 107 *Mr. John A. Schmitt*
10:20—11:35 a.m., E 107 *Mr. John J. Walsh*

S Ed 202—Modern Educational Thought (3 credits)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

11:45 a.m.—1:00 p.m., E 107

Mr. Pierre D. Lambert

S Ed 208 (S Sc 208)—Sociology of Education (3 credits)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

11:45 a.m.—1:00 p.m., C 309

Mr. Buford Rhea

S Ed 209—History of American Education (3 credits)

The development of educational theory and practice in America from the seventeenth century to the present with attention to the forces which have influenced them.

9:00—10:15 a.m., E 201

Mr. Pierre D. Lambert

S Ed 211a—Educational Psychology (3 credits)

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process. Open only to M.A.T.-M.S.T. Students at Wellesley, Massachusetts.

By arrangement

Mr. John F. Travers

S Ed 212 (S Ps 218)—Abnormal Psychology (3 credits)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspects of functional personality disorders.

10:20—11:35 a.m., L 133

Mr. Harold N. Kellner

S Ed 214—Modern Psychology and Education (3 credits)

An analysis of classical and modern theories of learning and their practical classroom implications.

10:20—11:35 a.m., E 201

Fr. Edward H. Nowlan, S.J.

S Ed 215—Psychology of Adolescence (3 credits)

An empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

11:45 a.m.—1:00 p.m., E 300

Miss Rose Marie Dickson

S Ed 218 (S Ps 217)—Social Psychology (3 credits)

Thinking, learning, motivation, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

10:20—11:35 a.m., L 134

Mr. Daniel J. Baer

S Ed 223A—Workshop in Creative Writing in the Elementary School (3 credits)

This workshop is open only to experienced teachers. Topics such as Motivating Children's Writing and Art, A Basis for Writing, will be presented. Participants in the workshop will become involved themselves with the use of materials and in writing.

*June 27-July 15, 1:30—4:30 p.m., C5 Miss Catherine M. Downey
Cf. Special Programs*

S Ed 223C—Modern Mathematics in the Elementary School (3 credits)

A development of some of the central unifying concepts in mathematics; an investigation of the various mathematical systems—inclusive of that of sets, elements of algebra, geometry, analytic geometry, computer-oriented mathematics; a survey of pertinent literature found in professional periodicals and publications.

10:20—11:35 a.m., E 13 Sister Marijane Werner, O.P.

S Ed 223D—Science in the Elementary School (3 credits)

The structure of science will be examined together with the fundamental concepts of the physical and biological sciences. Pedagogical interrelationship between mathematics and science will be considered. The development of science programs in the elementary school will be discussed. However, major emphasis in this course will be placed on content.

9:00—10:15 a.m., E 13 Mr. Prince A. Jackson, Jr.

S Ed 224—Developmental Reading Instruction (3 credits)

A study of the important basic reading skills taught in the elementary grades; an examination of instructional materials and new approaches in the teaching of developmental reading.

11:45 a.m.—1:00 p.m., L 211 Mrs. Mildred Cushman

S Ed 230-1—M.A.T.-M.S.T. Pre-Intern Program (6 credits)

Open only to students involved in the M.A.T.-M.S.T. Program, with permission of the Chairman of the Department.

Mr. William M. Griffin and Staff

S Ed 231A—Techniques of Teaching in the Secondary School (3 credits)

An analysis of the methods and practices appropriate to secondary school teaching. Among the topics emphasized are: principles of effective teaching; specialized classroom methods; the stimulation of classroom activities; measuring the results of teaching.

10:20—11:35 a.m., E 300 Mr. Brian K. Marron

S Ed 240—Principles and Techniques of Guidance (3 credits)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

9:00—10:15 a.m., E 303

Mr. William C. Cottle

S Ed 241—Organization and Administration of Guidance and Personnel Services (3 credits)

Starting, organizing, administering, and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

9:00—10:15 a.m., E 305

Mr. Robert P. O'Hara

S Ed 242—Identification and Prevention in Elementary School Guidance (3 credits)

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral.

9:00—10:15 a.m., E 204

Miss Katharine C. Cotter

S Ed 245—Clinical Child Guidance (3 credits)

Application of psychological data and methods to clinical problems with emphasis upon the specific behavior and personality problems of childhood and adolescence. Evaluation of modern clinical procedures in diagnosis and therapy.

10:20—11:35 a.m., E 204

Fr. John R. McCall, S.J.

S Ed 247—Mental Hygiene (3 credits)

The problems and principles of personal mental hygiene. Special emphasis on their application to the teachers themselves and to their part in fostering good mental hygiene in the classroom.

10:20—11:35 a.m., E 302

Miss Rose Marie Dickson

S Ed 251A—Introduction to Educational Administration (3 credits)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships; the administration of American education in terms of general policies and practices utilized at its various levels; current issues in organization and administration.

The basic course for those majoring in administration and supervision.

9:00—10:15 a.m., N 331

Miss Mary Griffin

S Ed 252—Personnel Administration (3 credits)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

10:20—11:35 a.m., N 331

Teacher to be announced

S Ed 259—Supervision (3 credits)

A course designed for those presently or potentially involved in the supervision of teachers. Techniques for the improvement of instruction; supervision problems and trends will be covered.

11:45 a.m.—1:00 p.m., N 331

Mr. Raymond J. Martin

S Ed 260—Educational Statistics I (3 credits)

Methods of data reduction, graphic presentation, measures of central tendency and variability, the binomial distribution and probability, correlation and linear repression, estimation and inference, and introduction to hypothesis testing.

9:00—10:15 a.m., N 234

Mr. John J. Walsh

S Ed 262—Educational Tests and Measurements (3 credits)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests with practical application to classroom use. Basic techniques of test construction.

9:00—10:15 a.m., E 300

Mr. Anthony P. DeRosa

S Ed 264—Psychometrics I: Individual Intelligence Testing (3 credits)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Adult Intelligence Scale (WAIS) is given to those successfully administering a specific number of tests. (Prerequisite: either Ed 262 or Ed 265)

11:45 a.m.—1:00 p.m., E 201

Mr. Anthony P. DeRosa

S Ed 276—Seminar in the Teaching of Religion (3 credits)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials.

11:45 a.m.—1:00 p.m., E 302

Sister Marion O'Connor, r.c.

S Ed 277—"The Four Existentials" (Oneness, Sanctity, Catholicity, and Apostolicity) of the Church as Open to other Christian Churches and to the World (3 credits)

A study of the inclusiveness of Catholic ecclesiology as this has been brought to the fore by recent theologians and especially by the Second Vatican Council. Dr. Herbert Richardson of the Harvard Divinity School will provide comment on the lectures from a Protestant point of view.

9:00—10:15 a.m., N 333

Fr. John L. Witte, S.J.

S Ed 278—The Epistle to the Ephesians (3 credits)

This course will present the sublime teaching of St. Paul on such subjects as the Trinity, the Church, the Christian vocation and destiny, marriage, relations between Christians and Jews.

10:20—11:35 a.m., N 333

Fr. Maximilian Zerwick, S.J.

S Ed 279—Religion for Retarded Children (3 credits)

Considers the content of programs for religion classes for mentally retarded children. Included is a consideration of methods and materials used in teaching the content.

June 27-July 15, 1:30—4:30 p.m., C 7 Sr. Maria Clemens Watton,
Cf. Special Programs S.U.S.C.

S Ed 281—Psychology of the Mentally Retarded (3 credits)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustment as they relate to mental retardation.

9:00—10:15 a.m., N 335

Teacher to be announced

S Ed 282—Teaching Mentally Retarded Children (3 credits)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources.

11:45 a.m.—1:00 p.m., N 335

Mr. Henry V. Colella

S Ed 284—Allied Arts for Teachers of Handicapped Children (3 credits)

This course is designed to enable prospective special class teachers to develop a curriculum program in the area of allied arts based upon the economics of daily living. Emphasis will be placed on the organization and planning of instructional activities and materials suited to the needs and interests of exceptional children. The course is required for certification as a teacher of the mentally retarded.

1:30—4:30 p.m., SAB 206

Mr. Paul R. McDade

June 27-July 15

S Ed 302—Individual Projects in Education (credits to be determined)

Open to advanced students only. Approval of professors in appropriate field required.

By Arrangement

Staff

S Ed 305—Thesis Direction (2 points)

A two point non-credit course.

By Arrangement

Staff

S Ed 326—Laboratory-Practicum in Remedial Reading (6 credits)

Daily tutoring in a teaching team of one or more pupils, grades 4-9, who are deficient in reading; lecture and seminar sessions treat the application of diagnostic and remedial techniques, and case reporting (Recommended as last course in Reading Specialist Sequence, if possible; teaching experience required; prerequisite: consent of Dr. Jennings in advance.)

9:00—12:00 a.m., L 214

Miss Marion J. Jennings
Miss Clare Corcoran
Mr. Raymond J. Martin

S Ed 328—Seminar in Elementary Education

Perennial and current problems in teaching and learning of the elementary level will be analyzed in depth with a view toward particularizing satisfactory solutions to the situations of seminar members.

11:45 a.m.—1:00 p.m., E 303

Miss Katharine C. Cotter

S Ed 346—Beginning Counseling Practicum (3 credits)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work. Prerequisite: Consent of Prof. Cottle *in advance*.

By arrangement

Fr. John P. Boles
Fr. George F. Lawlor, S.J.
Mr. Arthur J. O'Shea

S Ed 351—Administrative Case Studies (3 credits)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Prerequisite: Prior approval of instructor.

11:45 a.m.—1:00 p.m., N 333

Miss Mary Griffin

S Ed 360—Information Processing in Education

Intended for students with little or no prior experience with electronic computers and ancillary mechanical equipment. Topics include historical development of data processing, uses and operating principles of basic devices for punched-card processing, principles of electronic information processing, use of existing library programs and the planning and writing of computer programs in the FORTRAN language, with emphasis upon educational applications in fields other than business management. Enrollment limited to twenty with permission of the instructor prerequisite. Individually scheduled laboratory sessions in addition to class meetings.

11:45 a.m.—1:00 p.m., N 233

Mr. John A. Schmitt

S Ed 365—Personality and Interest Inventories—Theory and Practice (3 credits)

A review of personality theories as they apply to personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality inventories.

10:20—11:35 a.m., E 303

Mr. William C. Cottle

S Ed 371—Organization and Administration of Higher Education (3 credits)

A study of the government, organization, and administration of higher education.

9:00—10:15 a.m., N 340

Teacher to be announced

S Ed 376—Seminar in College Teaching (3 credits)

A study of the responsibilities of the college teacher and an evaluation of problem areas through the examination of the literature and the study of effective teachers.

10:20—11:35 a.m., E 305

Teacher to be announced

S Ed 382—Providing for the Trainable Mentally Retarded in School (3 credits)

This course is concerned with curriculum content, physical facilities, and teaching procedures.

July 18-August 5, 1:30—4:30 p.m., C 3

Mr. John R. Eichorn

Cf. Special Program

S Ed 384—Research in Special Education (3 credits)

An analysis and evaluation of current research in the psychology and/or education of children with special learning disabilities, involving mental retardation, blindness, emotional disturbance, perceptual problems, etc. Generally the students are expected to be concerned with one area of exceptionality. Opportunities can be afforded for special projects for selected students.

By Arrangement

Staff

S Ed 385—Administration and Supervision of Special Education Programs (3 credits)

Considers problems confronted by administrators of special schools and special classes. Prerequisite "Introduction to Educational Administration" or permission of the instructor.

10:20—11:35 a.m., E 306

Mr. John R. Eichorn

S Ed B293—Orientation to Work with the Blind (3 credits)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

9:00—10:15 a.m., E 306

Mr. John R. Eichorn

S Ed B297I—Practicum for Mobility Therapists I (2 credits)

This is the introductory course in the practicum aspects of the peripatology program. The student is provided an opportunity to learn to travel and to perform other daily routines under the blindfold.

By Arrangement

Staff

S Ed B297III—Practicum for Mobility Therapists III (2 credits)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

By Arrangement

Staff

S Ed B297IV—Practicum for Mobility Therapists IV (3 credits)

Students who have successfully completed the previous phases of practicum will begin their advanced teaching assignments. These assignments will be in various schools and agencies concerned with teaching orientation and mobility to the blind.

By Arrangement

Staff

ENGLISH

JOHN L. MAHONEY, *Chairman*

Office — Carney 447

S En 1e—Introduction to College English (3 credits)

A study of prose, with frequent writing assignments.

Daily, 8:00—9:45 p.m., C 102

Mr. Gage Grob

S En 2e—Poetry and Drama (3 credits)

Readings in poetry and drama for understanding and appreciation, and the composition of critical papers.

Daily, 6:00—7:45 p.m., C 102

Miss Paula M. Vadeboncoeur

S En 21e—Major English and American Writers (3 credits)

An intensive study of selected major figures in English and American literature, with emphasis on the development of literary history.

Daily, 8:00—9:45 p.m., C 103

Mr. Douglas H. McCay

S En 106e—The Art of Fiction (3 credits)

The long novel: a study of themes and techniques in some British and Russian long novels, *Tom Jones*, *Bleak House*, *Ulysses*, *War and Peace*, *The Brothers Karamazov*, and *Doctor Zhivago*.

Daily, 6:00—7:45 p.m., C 103

Mr. Joseph McCafferty

S En 111—Survey of the Drama—Ibsen to the Present (3 credits)

A study of major playwrights and their works from Ibsen to selected contemporary dramatists.

Daily, 9:00—10:15 a.m., F 312

Mrs. Clara Siggins

S En 114—Studies in English Poetry (3 credits)

An introduction to poetics and to some methods of reading poetry. The object of the course is to provide the student with the technical equipment necessary for enjoying poetry, both traditional and modern.

Daily, 10:20—11:35 a.m., F 312

Mr. Paul C. Doberty

S En 120—English Literature: The Beginnings to 1660 (3 credits)

The historical and thematic development of English Literature from the Old English period to the Restoration with an analysis of selected major texts.

Daily, 10:20—11:35 a.m., F 313

Mr. Thomas P. Hughes

S En 121—English Literature: 1660 to the Present (3 credits)

A chronological account of major themes and writers in English Literature from the Restoration to the modern period, with special attention given to major texts.

Daily, 9:00—10:15 a.m., F 313

Mr. Albert M. Folkard

S En 123—Dramatic Literature of the Renaissance (3 credits)

A study of major Elizabethan and Jacobean dramatists, from Thomas Kyd to George Chapman.

Daily, 9:00—10:15 a.m., F 400

Mr. Andrew J. Von Hendy

S En 136—Survey of Shakespearian Drama (3 credits)

This course will emphasize the tragedies and romances of Shakespeare. Plays to be studied include *Hamlet*, *King Lear*, *Othello*, and *The Tempest*.

Daily, 10:20—11:35 a.m., C 204

Mr. Joseph A. Longo

S En 149—Eighteenth Century Literature (3 credits)

A study of significant developments in literary, critical, and social ideas between the time of Alexander Pope and Edmund Burke, with particular emphasis on the Augustan and Johnsonian schools of thought.

Daily, 11:45 a.m.—1:00 p.m., C 3

Mr. Daniel L. McCue

S En 154—Victorian Literature (3 credits)

A study of major poets, with particular emphasis on Tennyson, Browning, and Arnold, and of selected writers of fictional and non-fictional prose.

Daily, 11:45 a.m.—1:00 p.m., C 5

Mr. Francis J. McDermott

S En 196—Introduction to Critical Method (3 credits)

An account of the major critical methods employed in understanding and evaluating literature, from the traditional to the psychological, and an application of the methods to specific works.

Daily, 11:45 a.m.—1:00 p.m., C 6

Mr. Richard E. Malany

S En 211—Chaucer II (3 credits)

A detailed study of the *Canterbury Tales*, with some study of related materials and of contemporary works.

9:00—10:15 a.m., F 408

Mr. Edward L. Hirsh

S En 220—Middle English Poetry and Prose to 1350 (3 credits)

An intensive study of the language and literature of the pre-Chaucerian Middle English period, with close examination of texts representative of the major dialects. Considered in the course will be the chronicles, *Poema Morale*, *Ormulum*, *Lawman's Brut*, *The Owl and the Nightingale*, *Ancrene Riwe*, *Cursor Mundi*, lyric poetry and other documents.

11:45 a.m.—1:00 p.m., C 308

Mr. Charles L. Regan

S En 237—Milton I (3 credits)

A study of Milton's poetry and selected prose, from the Latin *Elegies to the Ready and Easy Way* (1660).

10:20—11:35 a.m., F403

Mr. Edward L. Hirsh

S En 252—The Romantic Movement (3 credits)

Studies in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats with special emphasis on the history and development of Romanticism in England.

11:45 a.m.—1:00 p.m., C 103

Mr. John L. Mahoney

S En 257—Later Victorian Poetry and Prose (3 credits)

A consideration of later Victorian poetry and non-fiction prose with emphasis on Arnold, Pater, the Aesthetic Movement, Hardy, and Hopkins.

10:20—11:35 a.m., F 409

Mr. John F. McCarthy

S En 277—American Literature before 1790 (3 credits)

Selected biographical, historical, poetical, and theological writings of the Colonial period of American literature.

10:20—11:35 a.m., F 410

Mr. John J. McAleer

S En 282—Contemporary American Poetry (3 credits)

Progress in the symbolic imagination from the Imagists to the present. Hart Crane, T.S. Eliot, Pound, Stevens, William Carlos Williams, and beyond.

9:00—10:15 a.m., F 410

Mr. Leonard R. Casper

S En 299—Readings and Research (3 credits)

By arrangement

THE DEPARTMENT

S En 301—Thesis Seminar (3 credits)

Directed research in English literature, and the composition, under supervision, of an M.A. thesis based upon it.

By arrangement

THE DEPARTMENT

S En 305—Thesis Direction (2 points)

A two point non-credit course.

By arrangement

FINANCE

WALTER T. GREANEY, *Acting Chairman*
Office — Fulton 215

S Fn 21e—Corporation Finance (3 credits)

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business. The forms of business organizations; the instruments used for obtaining funds; the problems of expansion and reorganization.

Daily, 6:00—7:45 p.m., F 313

Mr. Walter T. Greaney

S Fn 110e—International Finance (3 credits)

This course describes and analyzes the institutions of international monetary systems, the money markets and capital markets, the nature of the balance of payments, the instruments used in international transactions and foreign exchange problems.

Daily, 8:00—9:45 p.m., F 313

Mr. Arhtur Busi

GEOLOGY

JAMES W. SKEHAN, S.J., *Chairman*
Office — Fulton 102

S G1 141e Elementary Astronomy (3 credits)

The goal of this course is a thorough mastery of the basic scientific and practical aspects of Astronomy as outlined by the Earth Science Curriculum Project publications. Laboratory studies will include telescope work. Elementary Physics is required but Calculus is not.

8:00—9:45 p.m., C 202

Mr. Randolph J. Martin, III

S G1 187-287e—Our Dynamic Atmosphere (3 credits)

This course will describe the recent discovery that the wave-like motions of the Jet Stream are organized on a global scale. The organized wind field is responsible for warming the polar regions, cooling the tropics, generating the world river systems, and even producing the deserts. The surprising role the familiar high and low pressure areas play by keeping the Jet Stream flowing and by transporting the weather elements across the meridians and parallels will be described. It will be shown that the New England weather is determined in part by subtle but generally unpredictable changes in these global winds. The course will be described essentially in non-mathematical terms but an understanding of simple calculus will be helpful though not necessary.

6:00—7:45 p.m., C 304

Mr. Norman J. Macdonald

GEOPHYSICS

JOHN F. DEVANE, S.J., *Chairman*
Weston College, Weston, Mass.

(All courses in this department are given at Boston College Observatory,
Weston College, Weston, Mass.)

S Gp 223—Seismic Surveying (3 credits)

Application of seismic reflection and refraction methods to the study of subsurface structure and topography. Prerequisite: Gp 132.

By arrangement

Mr. Richard J. Holt

S Gp 301—Thesis Seminar (3 credits)

A supervised research problem.

By arrangement

THE DEPARTMENT

S Gp 303—Readings and Research (3 credits)

A study of a definite problem in Geophysics with emphasis on extensive reading of current geophysical literature. Written report required.

By arrangement

THE DEPARTMENT

HISTORY

THOMAS H. O'CONNOR, *Chairman*
Office — Carney 115

S Hs 1e—European Civilization: 1500-1870 (3 credits)

A survey of the history of Western Europe from the Renaissance to the formation of the states of Italy and Germany.

Daily, 6:00—7:45 p.m., C 104

Teacher to be announced

S Hs 2e—European Civilization: 1870 to the Present (3 credits)

A survey of Modern European History from the rise of the modern national states to the aftermath of World War II.

Daily, 8:00—9:45 p.m., C 104

Teacher to be announced

S Hs 35e—Medieval Civilization (3 credits)

An introduction to the History of the Middle Ages for those students who have had no previous college-level course in the Medieval period.

Daily, 6:00—7:45 p.m., C 202

Teacher to be announced

S Hs 41—American Civilization to 1865 (3 credits)

A survey of the history of American Civilization from the discovery of America to the Civil War.

Daily, 9:00—10:15 a.m., C 203

Mr. Karl F. Jensen

S Hs 127—Historical Origins of Modern Scientific Thought (3 credits)

A study of the origins, development, and significance of the Scientific Revolution of the 17th century. The course will conclude with a close examination of a few selected topics from the later history of scientific thought in accordance with the particular interests of the students.

Daily, 9:00—10:15 a.m., C 202

Mr. Edward J. Collins

S Hs 135—England under the Tudors: 1485-1603 (3 credits)

The history of England from the accession of the first Tudor monarch in 1485 to the death of Queen Elizabeth in 1603.

Daily, 10:20—11:35 a.m., C 203

Miss Louise S. Moore

S Hs 146—The Eastern Question in European Diplomacy (3 credits)

The role of the Balkan States in European diplomacy of the 19th century. This course will focus particular attention on the policies of England, France, Austria, and Russia in the wake of the decline of the Ottoman Empire.

Daily, 11:45 a.m.—1:00 p.m., C 202

Mr. Radu R. Florescu

S Hs 158—History of Soviet Russia (3 credits)

The historical background, organization, and development of the modern Soviet state, from the Bolshevik revolutions to the Cold War.

Daily, 9:00—10:15 a.m., F 300

Mr. Raymond T. McNally

S Hs 201—Historical Methods (3 credits)

A study and application of methods used by historians to gather, assess, set forth, and document historical evidence, together with an introductory survey of historiography.

Required for all graduate students in the department.

9:00—10:15 a.m., F 301

Mr. William M. Daly

S Hs 221—The Renaissance (3 credits)

A study of political, economic, religious, and cultural trends between 1300 and 1520. The emphasis is on developments in Italy, although there is a consideration of TransAlpine events and ideas as well.

A reading knowledge of Latin, Italian, and German is desirable, although not required.

10:20—11:35 a.m., F 300

Mr. Samuel J. Miller

S Hs 255—The Background of the American Revolution (3 credits)

A study of the social, political, economic, and cultural development of the English colonies from the discovery to the eve of the Revolution.

9:00—10:15 a.m., F 409

Mr. Joseph T. Criscenti

S Hs 271—The Civil War and Reconstruction (3 credits)

A study of the causes which brought about the War between the States, and an analysis of the impact of this war upon American history.

10:20—11:35 a.m., F 408

Mr. Thomas H. O'Connor

S Hs 391—Thesis Seminar (3 credits)

By arrangement

THE DEPARTMENT

S Hs 393—Readings and Research (3 credits)

By arrangement

THE DEPARTMENT

- S Hs 395—Thesis Direction** (2 points)
A two-point non-credit course.
By arrangement THE DEPARTMENT

MARKETINGGERALD F. PRICE, *Chairman*

Office — Fulton 212

- S Mk 51—Introduction to Advertising** (3 credits)

This course outlines the development of advertising in a mass production economy; its social and economic impact; the use of advertising for product and institutional promotion; a brief analysis of the various media; make up of the advertisement and the various objectives of advertising campaigns.

*Daily, 9:00—10:15 a.m., F 403**Mr. Henry P. McDonald***MATHEMATICS**STANLEY J. BEZUSZKA, S.J., *Chairman*JOSEPH A. SULLIVAN, *Associate Chairman*

Department Office — Carney 318

- S Mt 1—College Algebra and Trigonometry** (3 credits)

The essentials of College Algebra & Trigonometry.

*Daily, 9:00—10:15 a.m., F 310**Mr. Paul T. Banks*

- S Mt 2—Analytic Geometry** (3 credits)

The essentials of Analytic Geometry.

*Daily, 10:20—11:35 a.m., F 310**Mr. Maurice K. Walsh*

- S Mt 3e—College Mathematics I (CBA)** (3 credits)

A brief treatment of the nature of logical reasoning and of its importance in mathematics; natural numbers; a development of the complex number system; a brief treatment of the algebra of sets; an analysis of the basic operations of algebra from a logical point of view.

*Daily, 6:00—7:45 p.m., C 203**Mr. Archille Laferriere*

- S Mt 4e—College Mathematics II (CBA)** (3 credits)

Analytic Geometry: the line and conic sections. An introduction to calculus: functions and their graphs; limits, derivatives, anti-derivatives, and elementary applications of derivatives and anti-derivatives.

*Daily, 8:00—9:45 p.m., C 203**Mr. Archille Laferriere*

- S Mt 21—Differential Calculus (June 27 - July 15)** (3 credits)

Limits, derivatives, differentiation of algebraic and transcendental functions, physical and geometric applications, differentials and their uses, indeterminate forms.

*Pre-requisite: Analytic Geometry.**Daily, 9:00—11:35 a.m., C 304**Mr. Robert J. LeBlanc*

- S Mt 22—Integral Calculus (July 18 - August 5) (3 credits)**
 Integration of algebraic and transcendental functions, definite integral, use of definite integral for areas, volumes, etc.
Pre-requisite: Differential Calculus.
Daily, 9:00—11:35 a.m., C 304 *Mr. Robert J. LeBlanc*
- S Mt 131—Linear Algebra (3 credits)**
 Topics covered include vector spaces, linear transformations, matrices, determinants, and bilinear forms.
Daily, 10:20—11:35 a.m., C 202 *Mr. Nabil A. Khabbaz*
- S Mt 137—Advanced Calculus I (3 credits)**
 Calculus of functions of several variables.
Pre-requisite: Calculus.
Daily, 9:00—10:15 a.m., F 401 *Mr. Joseph F. Krebs*
- S Mt 138—Advanced Calculus II (3 credits)**
 A systematic treatment of sequences and series.
Pre-requisite: Calculus.
Daily, 9:00—10:15 a.m., F 201 *Mr. Paul R. Thie*
- S Mt 147—Computer Programming (Lab Fee: \$25) (3 credits)**
 (cf. Special Programs)
- S Mt 149—Mathematical Statistics (3 credits)**
 The basic notions of probability are presented, using the algebra of sets. Topics covered include probability, density and distribution functions of discrete, continuous, and combined random variables; random sampling; binomial, Poisson, and multinomial distributions; and measures of central tendency and variability.
Pre-requisite: Calculus.
Daily, 11:45—1:00 p.m., C 9 *Fr. John F. Caulfield, S.J.*
- S Mt 175—Real Analysis (3 credits)**
 A study of the basic topics in real analysis. The following topics are included: continuity of functions, connectedness, completeness, and compactness.
Daily, 10:20—11:35 a.m., F 201 *Mr. Paul R. Thie*
- S Mt 177—Modern Geometry (3 credits)**
 This course consists of a careful treatment of the concepts of elementary geometry.
9:00—10:15 a.m., C 104 *Mr. Louis O. Kattsoff*
- S Mt 299—Reading and Research (3 credits)**
By arrangement *THE DEPARTMENT*
- S Mt 301—Thesis Seminar (3 credits)**
By arrangement *THE DEPARTMENT*

S Mt 305—Thesis Direction**(2 points)**

A two-point non-credit course.

*By arrangement**THE DEPARTMENT***MODERN LANGUAGES** NORMAND R. CARTIER, *Chairman*

Office — Carney 334

FRENCH**S Fr 1e—Elementary French I (June 27 - July 15) (3 credits)**

Laboratory Required: Fee \$5.

The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.

*Daily, 6:00—8:30 p.m., L 307**Mrs. Viviane Taconet***S Fr 2e—Elementary French II (July 18 - August 5)****(3 credits)**

Laboratory Required: Fee \$5.

A continuation of French 1e.

*Daily, 6:00—8:30 p.m., L 307**Mrs. Viviane Taconet***S Fr 11—Intermediate French I (June 27 - July 15) (3 credits)**

Laboratory Required: Fee \$5.

The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.

*Daily, 9:00—11:30 a.m., L 302**Miss Lilian Willens***S Fr 12—Intermediate French II (July 18 - August 5)****(3 credits)**

Laboratory Required: Fee \$5.

A continuation of French 11.

*Daily, 9:00—11:30 a.m., L 302**Miss Lilian Willens***S Fr 61—Intensive Reading Course in French (June 27 - August 5)****(3 credits)**

A course designed to prepare students for graduate reading examinations in French. Successful completion of the course will fulfill the graduate language requirement.

*Daily, 11:45 a.m.—1:45 p.m., C 302**Mr. John Conway***S Fr 71—Masterpieces of the Twentieth Century (June 27 - August 5)****(3 credits)**

Extensive reading in great works of modern French prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Daily, 9:00—10:15 a.m., L 301**Mrs. Rebecca Valette*

S Fr 248—Pre-Romanticism in French Literature (June 27 - August 5) (3 credits)

New sources of inspiration, as harbingers of the Romantic movement, in the works of l'Abbé Prévost, Rousseau, Bernardin de Saint-Pierre, Chateaubriand, Madame de Stael, and Benjamin Constant.

Conducted in French.

9:00—10:15 a.m., C 307

Mr. Georges Zayed

S Fr 260—Verlaine and Rimbaud (June 27 - August 5) (3 credits)

The lyrical genius of "Pauvre Lelian" and his creation of music with symbols: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence. Rimbaud's experiment with "le dérèglement des sens" and *Saison en Enfer*. His contribution to the development of modern trends in French poetry.

Conducted in French.

11:45—1:00 p.m., C 304

Mr. Georges Zayed

S Fr 295—Teaching of Modern Languages (June 27 -August 5) (3 credits)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory.

10:20—11:35 a.m., L 301

Mrs. Rebecca Valette

S Fr 299—Reading and Research (3 credits)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon the advice of the thesis director.

By arrangement

THE DEPARTMENT

S Fr 301—Thesis Seminar (3 credits)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

THE DEPARTMENT

S Fr 305—Thesis Direction (2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their thesis.

By arrangement

THE DEPARTMENT

GERMAN

S Gm 1e—Elementary German I (June 27 - July 15) (3 credits)

Laboratory Required: Fee \$5.

The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.

Daily, 6:00—8:30 p.m., L 311

Mr. Paul Boulanger

S Gm 2e—Elementary German II (July 18 - August 5)
(3 credits)

Laboratory Required: Fee \$5.

A continuation of German 1e.

Daily, 6:00—8:30 p.m., L 311

Mr. Paul Boulanger

S Gm 11—Intermediate German I (June 27 - July 15)
(3 credits)

Laboratory Required: Fee \$5.

The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.

Daily, 9:00—11:30 a.m., L 211

Miss Erna Baber

S Gm 12—Intermediate German II (July 18 - August 5)
(3 credits)

Laboratory Required: Fee \$5.

A continuation of German 11.

Daily, 9:00—11:30 a.m., L 211

Miss Erna Baber

S Gm 61—Intensive Reading Course in German (June 27 - August 5)
(3 credits)

A course designed to prepare students for graduate reading examinations in German. Successful completion of the course will fulfill the graduate language requirement.

Daily, 11:45 a.m.—1:45 p.m., C 307

Mr. Robert Cabill

S Gm 71—Masterpieces of the Twentieth Century (June 27 - August 5)
(3 credits)

Extensive reading in great works of modern German prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Daily, 9:00—10:15 a.m., C 309

Mr. Robert Cabill

S Gm 295—Teaching of Modern Languages (June 27 - August 5)
(3 credits)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory.

10:20—11:35 a.m., L 301

Mrs. Rebecca Valette

SLAVIC STUDIES

S Sl 1—Elementary Russian I (June 27 - July 15) (3 credits)

This is a course for beginners which stresses intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

Daily, 9:00—11:30 a.m., F 406

Mr. John Garrity

S Sl 2—Elementary Russian II (July 18 - August 5) (3 credits)

A continuation of Russian I.

*Daily, 9:00—11:30 a.m., F 406**Mr. John Garrity***S Sl 11—Intermediate Russian I (June 27 - July 15) (3 credits)**

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

*Daily, 9:00—11:30 a.m., F 405**Mr. Stanislaw Pomorski***S Sl 12—Intermediate Russian II (July 18 - August 5) (3 credits)**

A continuation of Russian II.

*Daily, 9:00—11:30 a.m., F 405**Mr. Stanislaw Pomorski***S Sl 157—Survey of Russian Literature I (June 27 - July 15) (3 credits)**

Readings in Russian Literature from the Kievan period through the 19th Century, including Pushkin, Gogol, Turgenev and other writers of the periods covered.

*Conducted in English.**Daily, 9:00—11:30 a.m., F 100**Mr. Robert Bowen***S Sl 158—Survey of Russian Literature II (July 18 - August 5) (3 credits)**

A continuation of Survey of Russian Literature 157.

*Daily, 9:00—11:30 a.m., F 100**Mr. Robert Bowen***SPANISH****S Sp 1—Elementary Spanish I (June 27 - July 15) (3 credits)**

Laboratory Required: Fee \$5.

The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.

*Daily, 9:00—11:30 a.m., L 311**Mr. Ernest Siciliano***S Sp 2—Elementary Spanish II (July 18 - August 5) (3 credits)**

Laboratory Required: Fee \$5.

A continuation of Spanish 1.

*Daily, 9:00—11:30 a.m., L 311**Mr. Ernest Siciliano***S Sp 11—Intermediate Spanish I (June 27 - July 15) (3 credits)**

Laboratory Required: Fee \$5.

The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.

*Daily, 9:00—11:30 a.m., L 315**Mrs. Adorna Walia*

S Sp 12—Intermediate Spanish II (July 18 - August 5)
(3 credits)

Laboratory Required: Fee \$5.

A continuation of Spanish 11.

Daily, 9:00—11:30 a.m., L 315

Mrs. Adorna Walia

S Sp 71—Masterpieces of the Twentieth Century (June 27 - August 5)
(3 credits)

Extensive reading in great works of modern Spanish prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

Daily, 9:00—10:15 a.m., N 230

Mr. Barclay Tittmann

S Sp 222—Lyric Poetry of the Golden Age (June 27 - August 5)
(3 credits)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo.

Conducted in Spanish.

11:45 a.m.—1:00 p.m., C 303

Mr. Luis Murillo

S Sp 227—The Works of Cervantes (June 27 - August 5)
(3 credits)

Lectures and class discussion will focus upon *Don Quijote*. Students will be expected to undertake individual studies in the minor works of Cervantes.

Conducted in Spanish.

9:00—10:15 a.m., C 308

Mr. Luis Murillo

S Sp 295—Teaching of Modern Languages (June 27 - August 5)
(3 credits)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory.

10:20—11:35 a.m., L 301

Mrs. Rebecca Valette

S Sp 299—Reading and Research (3 credits)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon advice of the thesis director.

By arrangement

THE DEPARTMENT

S Sp 301—Thesis Seminar (3 credits)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

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S Sp 305—Thesis Direction (2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their thesis.

By arrangement

THE DEPARTMENT

NURSING

KATHERINE R. McQUEENEY, *Registrar*
Office — Cushing 202

S Nr 120—Medical and Surgical Nursing (3 credits)

This course is designed to improve the care of adult patients with medical and surgical conditions by increasing the nurse's understanding of the modern methods of treatment of such patients, including the spiritual, social, emotional, rehabilitative, and economic aspects of such treatment.

Daily, 10:20—11:35 a.m., N 233

Miss Marguerite M. O'Malley

S Nr 141—Maternal and Child Nursing (3 credits)

This course aims to meet the needs of individual students who wish to acquire more knowledge about current thinking and practice in the area of maternal and child care. This includes a study of related community organizations and programs.

Daily, 9:00—10:15 a.m., N 233

Miss Marie Cullinane

Miss Joyce Dwyer

PHILOSOPHY

JOSEPH F. FLANAGAN, S.J., *Chairman*
Office — Carney 272

S Pl 1—Introductory Philosophy (Logic & Epistemology) (3 credits)

This course devotes part of the time to the science of correct reasoning and another part to the study of the scholastic theories of knowing.

Daily, 9:00—10:15 a.m., C 302

Mr. William J. Haggerty, Jr.

S Pl 21—Metaphysics (3 credits)

An introductory course that deals with the object of metaphysics and the notions of existence, substance, and cause; also a consideration of the Four Causes and the proofs for God's existence.

Daily, 10:20—11:35 a.m., C 302

Mr. William J. Haggerty, Jr.

S Pl 22—Philosophical Anthropology (Psychology) (3 credits)

A study of human existence and the various powers resident in man's nature, i.e., the sensory apparatus, intellect, and will. The notion of person will be discussed in the light of contemporary philosophy and the immortality of man's soul will be predicated philosophically.

Daily, 9:00—10:15 a.m., C 303

Mr. Joseph L. Navickas

S Pl 54—Special Ethics (3 credits)

An application of ethical principles to particular problems.

Daily, 9:00—10:15 a.m., C 204

Mr. Stuart B. Martin

S Pl 110—The Meaning of Morality (3 credits)

An investigation into the essence of morality and the moral destiny of man through an exploration of the works of Plato, Aristotle, Aquinas, Kant, Teilhard de Chardin, and the Existentialists.

Daily, 10:20—11:35 a.m., C 303

Mr. Peter J. Kreeft

S Pl 201—Oriental Philosophy (3 credits)

An historical analysis of Hinduism tracing its beginning, growth, and decline. Also a critique of Hinduism with various attempts to compare and contrast it with some of the Western systems of philosophy such as Idealism, Materialism, Realism, and Pragmatism.

10:20—11:35 a.m., C 104

Fr. Sebastian C. Inchbody, S.J.

S Pl 257—Knowledge and Reality: Metaphysical Foundations of Epistemology (3 credits)

The historical background, contemporary epistemological theory in Logical Analysis, Linguistic Analysis, Phenomenology, Existentialism and Scholasticism. The psychological reduction of the critical problem. The metaphysical reduction of the epistemological problem.

9:00—10:15 a.m., C 205

Mr. William E. Carlo

S Pl 268—Man's Search for Self-Knowledge in Western Thought (3 credits)

A study of Western man's ceaseless endeavor to attain an authentic knowledge of himself and a recognition of his place in the cosmos. Primarily philosophical, the course involves an investigation into the Augustinian and medieval *scio me esse* tradition and the *cogito* tradition in modern and contemporary thought.

11:45 a.m.—1:00 p.m., C 10

Mr. Donald A. Gallagher

S Pl 299—Readings and Research (3 credits)

By arrangement

THE DEPARTMENT

S Pl 301—Thesis Seminar (3 credits)

By arrangement

THE DEPARTMENT

S Pl 305—Thesis Direction (2 points)

A 2-point non-credit course.

By arrangement

THE DEPARTMENT

PHYSICS

FREDERICK E. WHITE, *Acting Chairman*
Office — Devlin 214A

S Ph 1—General Physics I (June 27 - July 15) (4 credits—without laboratory: 3)

The first semester of general college physics (non-calculus): Mechanics and Heat.

Daily, 9:00—10:15 a.m., 12:00—1:00 p.m. (Lecture), L 134

Daily, 10:20—11:50 a.m. (Laboratory), (Fee \$25), D 204

Teacher to be announced

S Ph 2—General Physics II (July 18 - August 5)**(4 credits—without laboratory: 3)**

The second semester of general college physics (non-calculus): Light, Sound, and Electricity.

Daily, 9:00—10:15 a.m., 12:00—1:00 p.m. (Lecture), D 8

Daily, 10:20—11:50 a.m. (Laboratory), (Fee \$25), D 204

Mr. John J. Power

S Ph 199/299—Readings and Research**(3 credits)**

By arrangement

THE DEPARTMENT

S Ph 301—Thesis Seminar**(3 credits)**

By arrangement

THE DEPARTMENT

S Ph 305—Thesis Direction**(2 points)**

A two-point non-credit course.

By arrangement

THE DEPARTMENT

POLITICAL SCIENCE

PAUL T. HEFFRON, *Chairman*

Office — Carney 231

S Po 202—The United States Congress**(3 credits)**

Analytical study of the national legislature, its powers, functions, and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

9:00—10:15 a.m., C 306

Mr. Gary P. Brazier

S Po 301—Thesis Seminar**(3 credits)**

By arrangement

THE DEPARTMENT

S Po 303—Readings and Research**(3 credits)**

By arrangement

THE DEPARTMENT

S Po 305—Thesis Direction**(2 points)**

By arrangement

THE DEPARTMENT

PRODUCTION

JUSTIN C. CRONIN, *Chairman*

Office — Fulton 110

S Pr 21e—Introduction to Production Management (3 credits)

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, wage incentives, motion and time study, inventory control and organization.

Daily, 6:00—7:45 p.m., F 310

Teacher to be announced

PSYCHOLOGY

JAMES F. MOYNIHAN, S.J., *Chairman*

Office — Lyons 132A

S Ps 205—Differential Psychology**(3 credits)**

Problems, methods, and results of Differential Psychology. Factors influencing and techniques for studying individual differences.

11:45 a.m.—1:00 p.m., L 133

Mr. Daniel J. Baer

S Ps 217 (S Ed 218)—Social Psychology (3 credits)

Thinking, learning, motivation, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

10:20—11:35 a.m., L 134

Mr. Daniel J. Baer

S Ps 218 (S Ed 212)—Psychopathology (3 credits)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspects of functional personality disorders.

10:20—11:35 a.m., L 133

Mr. Harold N. Kellner

S Ps 224—Higher Mental Processes (3 credits)

Covering such processes as thinking, concept formation, problem solving, creativity and psycholinguistics within an organismic-developmental framework, the course will systematically explore the development of the cognitive process from the most primitive forms of sensory motor adaptation through an analysis of symbolic, representational, and logical forms of cognitive functioning.

9:00—10:15 a.m., L 133

Mr. Harold N. Kellner

SOCIOLOGY

BUFORD RHEA, *Acting Chairman*
Office — Carney 325

S Sc 31—Introductory Sociology (3 credits)

Sociology and the social sciences. Basic concepts and theories. Research techniques.

Daily, 9:00—10:15 a.m., C 305

Miss Dorothy J. Walker

S Sc 31e—Introductory Sociology (3 credits)

Sociology and social sciences. Basic concepts and theories. Research techniques.

Daily, 6:00—7:45 p.m., C 305

Mr. Joseph V. Versage

S Sc 121—Sociology of Childhood and Adolescence (3 credits)

Social factors influencing child development. Cross-cultural comparisons of child-rearing techniques; American family, peer-group and social influences; impact of mass media; processes of socialization.

Daily, 9:00—10:15 a.m., C 103

Mr. Robert G. Williams

S Sc 132e—Sociology of Crime (3 credits)

In this course criminal behavior is studied in the light of its characteristics, causes, and treatment, with special attention to changes in the organization of penal institutions, probation and parole services.

Daily, 6:00—7:45 p.m., C 306

Mr. Robert G. Williams

S Sc 143—Race and Ethnic Relations (3 credits)

A survey and analysis of racial and ethnic relations, with special attention to the situation in the United States.

Daily, 10:20—11:35 a.m., C 103

Teacher to be announced

S Sc 163—Industrial Sociology (3 credits)

A systematic study of work groups, worker interaction, and worker sentiments in industrial settings.

Daily, 10:20—11:35 a.m., C 206

Mr. Severyn T. Bruyn

S Sc 176—Sociology of Medicine (3 credits)

An analysis of health and illness, focussing on their cultural, professional, organizational, and epidemiological aspects.

Daily, 9:00—10:15 a.m., N 336

Miss Lois K. Richards

S Sc 201—Fundamentals of Sociology (3 credits)

An advanced introduction to sociology and the social sciences, for graduate students. Basic concepts and theories. Research techniques.

9:00—10:15 a.m., N 334

Mr. Buford Rhea

S Sc 208 (Ed 208)—Sociology of Education (3 credits)

This course views education as a social process. It analyzes the institutional structure of American education, the social roles of administrators, teachers, and students, and the interrelationships between education and social classes.

11:45 a.m.—1:00 p.m., C 309

Mr. Buford Rhea

THEOLOGY

WILLIAM J. LEONARD, S.J., *Chairman*
Office — Carney 403

S Th 10—The Biblical Idea of Man (3 credits)

An investigation of the Old Testament, presenting the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought: monotheism, morality, and messianism. The course concludes with an historical and theological study of the life and mystery of Christ as presented in the Four Gospels.

Daily, 10:20—11:35 a.m., C 307

Mr. William Doyle

S Th 20—The Church in the World of Vatican II (3 credits)

This course is an historical study of the origin of the Church and its growth, as presented in the Acts of the Apostles and in selected Epistles of St. Paul. It continues with an investigation of the hierarchical structure of the Church as presented in Vatican I, and a consideration of the Church as the People of God as presented in Vatican II. The vocation of the laity in the Church, as well as their call to holiness, will be studied. The course ends with a consideration of the eschatological pilgrim Church.

Daily, 9:00—10:15 a.m., N 239

Fr. William J. Connolly, S.J.

S Th 40—Atonement and Reconciliation (3 credits)

This course is a study of the pre-Galileo and post-Galileo concepts of creation and the universe. It includes a discussion of the unity of the human race, the universality of original sin, the Incarnation and Redemption, together with man's relation to and life in the supernatural order. The course will end with certain mariological topics and, in particular, the position of Mary in the Church.

Daily, 11:45 a.m.—1:00 p.m., C 204

Fr. Miles L. Fay, S.J.

**S Th 50—The Constitution on the Liturgy of the Second
Vatican Council (3 credits)**

This course is a study of the sacramental dimension of Christ, the Savior, and His work of redemption. It investigates salvation history as a sacramental encounter between God and man, which is climaxed in the God-Man and the New Pasch. The course concludes with a further development of how the sacramental principle unifies the liturgy.

Daily, 9:00—10:15 a.m., C 206

Fr. Felix F. Talbot, S.J.

**S Th 120—Theological Perspectives in Modern Literature
(3 credits)**

The various vision of man in the contemporary world offered by recent writers who are aware of the theological dimensions.

Daily, 10:20—11:35 a.m., C 309

Fr. Francis X. Shea, S.J.

Fr. William J. Burke, S.J.

S Th 152—The Religious Formation of Adolescents (3 credits)

Contemporary catechetical approaches, both theoretical and practical, to the problems involved in assisting and informing the growth in faith of modern youth of secondary school age.

Daily, 11:45 a.m.—1:00 p.m., C 206

Fr. Richard B. Griffin, S.J.

The Theology Department also offers two courses in the program leading to an M. Ed. Degree in Religious Education; cf. S Ed 277, 278.

JESUIT EDUCATIONAL ASSOCIATION

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BOSTON COLLEGE

1966 - 1967

MICHAEL P. WALSH, S.J.

President

University Heights, Chestnut Hill, Mass. 02167

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Chairman and Department
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